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# Life Cycles

A Reading A-Z Level Q Benchmark Book

Word Count: 1,154



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BENCHMARK • Q

# Life Cycles



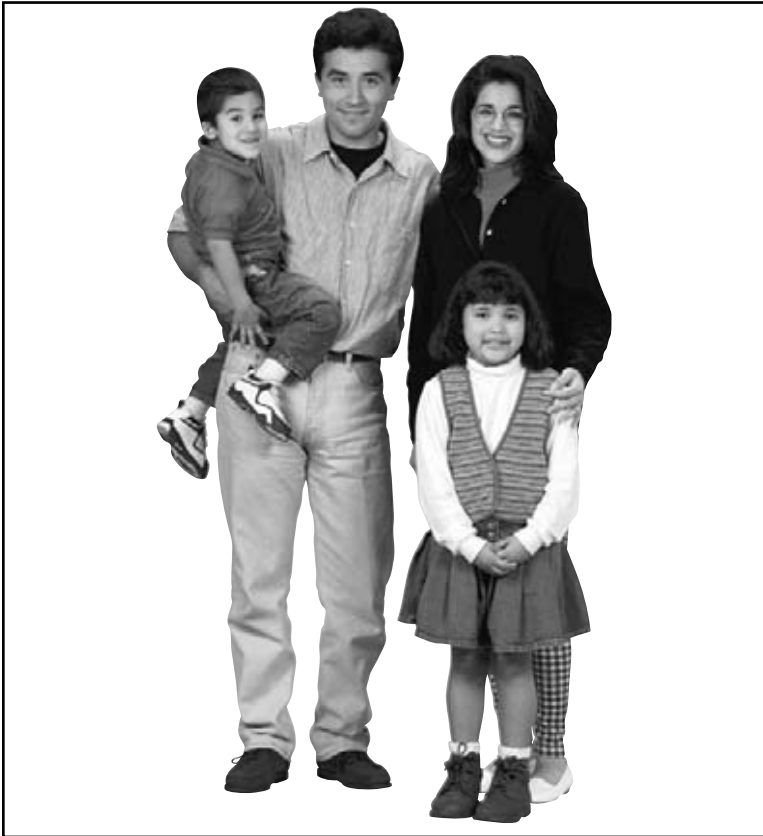
Written by Robert Charles  
Illustrations by Signe Nordin

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# Life Cycles

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Level Q Benchmark Book  
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |

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## Introduction

Whether plant or animal, all living things undergo changes as they go through life. This is also true for tiny living things made of only one cell. This book is about the changes living things go through during their lifetime. It is about life cycles.





A **life cycle** includes all the stages a living thing goes through from birth to death. All living things have a beginning, and they all must die. What happens between birth and death varies from one kind of living thing to another. Most living things have one thing in common—they begin life as a tiny single cell. The simplest forms of life never grow beyond a single cell. The life cycle of these simple life forms is really just a matter of growing a bit larger and then dividing into two smaller cells. But most of the plants and animals we know have much more complicated life cycles. We are going to examine how life cycles differ among some plants and animals.



## Human Life Cycle

Let's start with you. You are a human being, or at least I hope you are. You started out as a tiny egg inside your mother, and you began to change when that tiny egg began to split. It split and split and split and continued splitting until it split millions and millions of times. Before long, body parts began to form. You began to get legs, arms, a head, and a whole bunch of organs, and over time, you looked more and more like a human.

After about nine months of cell splitting and development inside your mother, you were born. You entered the first stage of life as an **infant**. You were pretty helpless at first, but you continued to grow and get stronger.



In the next stage of your life cycle, you became a toddler. That's when you got into lots of trouble. You learned to walk and talk, and you probably got into all sorts of things. You probably also said some things you should not have said.

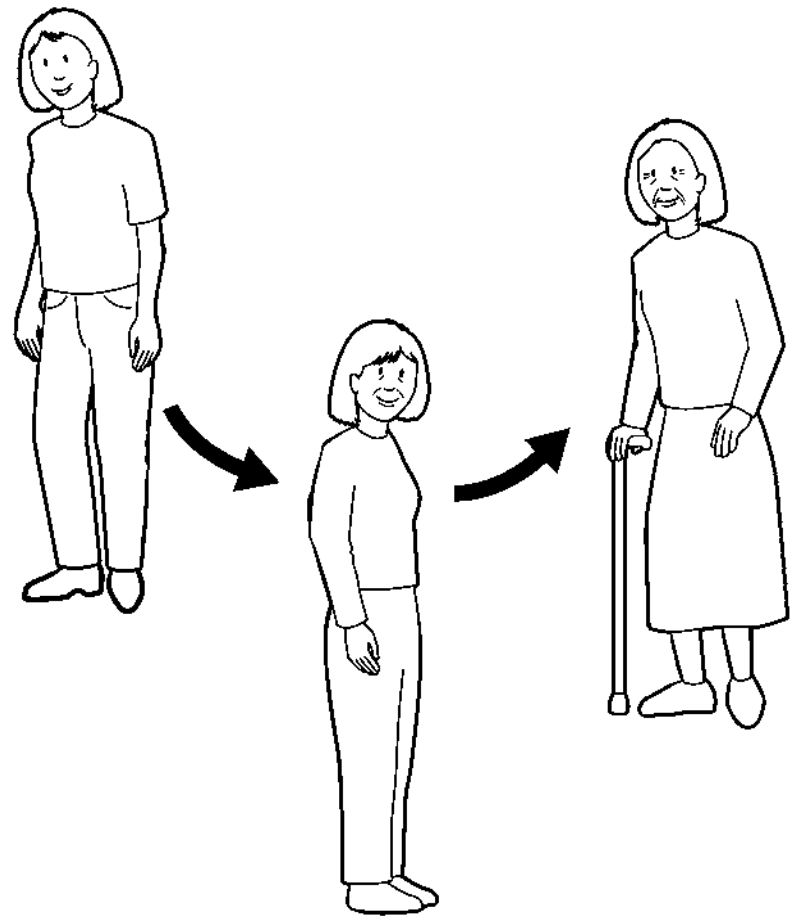
Then you entered childhood. This is where you are now and where you will stay for a few more years. During childhood, you learn more and more about taking care of yourself. You will become less dependent on your parents by learning how to do all sorts of things, from riding a bike to reading and writing. As a child, you can now feed yourself, go to the bathroom by yourself, and dress yourself.





You will stay at this stage for several years until you enter **adolescence**. This is the stage when children rapidly grow into adulthood. This stage is also called your teen years.

The **adult** stage is the longest, going on for many years. In fact, the average adult stage lasts more than fifty years, and adult life spans seem to get longer and longer. Toward the end of your adult stage, you will become what many people call a “senior citizen.” This is the last stage of the human life cycle.



The adult stage is when many people choose to have and raise children. These children will also go through a life cycle and change with each stage.



When an animal produces more of its own kind, it helps ensure that that kind of animal will remain on Earth. If a kind of animal dies off faster than it can reproduce, it becomes **extinct** and disappears from Earth.

Long ago, humans had to produce many offspring to make sure that we would survive. Now, however, the number of humans on Earth is too many for the balance of life on our planet. This is called overpopulation. Many countries around the world are working to limit the number of babies each family produces. Over time, this may help to restore the balance.

Now let's look at some other life cycles.



## Animal Life Cycles

Even small animals like insects go through life cycles. Most insects go through three or four stages during their life cycle. The change an insect goes through during its life is called **metamorphosis**. All insects begin as eggs. During the stage after the egg stage, known as the **larval stage**, many insects look much different than they do as adults. As a larva, many insects eat huge amounts of food.

They grow larger and then enter a stage where they are not active. For some insects, this stage is spent inside a protective covering called a cocoon. Other insects spend this stage inside a hard case called a chrysalis. When insects leave this stage, known as the **pupa**, they enter the adult stage of their life. As adults, female and male insects mate. The female then lays eggs, and the life cycles of many new insects begin.



### **Do You Know?**

An insect known as the mayfly has an adult life that is only one day long.

A monarch butterfly emerging from a chrysalis

Some animals lay eggs with shells as the first stage of their life cycle. Birds and reptiles lay eggs that are covered by protective shells. The eggs hatch when the baby animal breaks through the protective shell. The young animal that emerges has many of the same features as the adult. Other animals, like frogs and fish, lay eggs without shells in jellylike clumps. These eggs are usually laid in water.



### **Do You Know?**

Reptile eggshells are soft like leather. Bird eggshells are hard and brittle.

A snapping turtle hatching



### Do You Know?

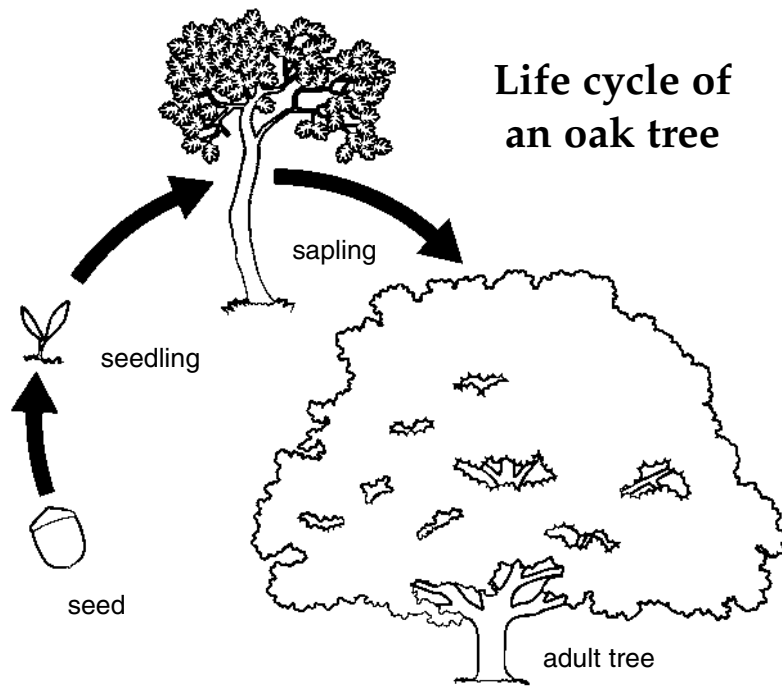
Some insects and frogs lay thousands of eggs in a lifetime. Some birds lay only one egg a year.

When a frog egg hatches, a creature called a tadpole emerges. The tadpole looks more like a fish than a frog. It slowly changes during its life cycle, growing legs, developing lungs, and losing its tail. Soon it looks like a frog. Fish eggs, on the other hand, hatch into tiny fish, called **fry**, which more closely resemble adult fish.

Other animals give birth to live babies. Some of these babies are born helpless and blind. Rabbits, mice, and kittens are like this and require a lot of care from their mothers. Marsupials, or pouched animals, such as kangaroos, give birth to very tiny, helpless babies that they keep in a special pouch until the babies develop enough to survive outside the pouch. Other baby animals are born ready to walk and run.

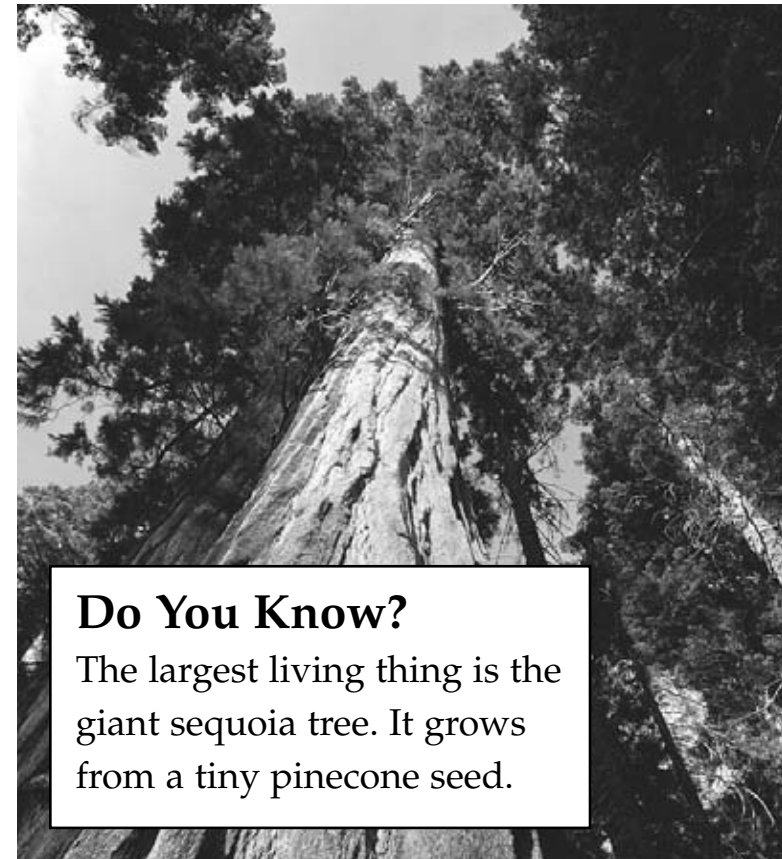
A newborn giraffe is six feet (2 meters) tall at birth and is able to walk.





### Plant Life Cycles

Most plants begin their life cycle as seeds. It is hard to imagine that a giant oak tree was once a small acorn. When it first sprouts, it is called a **seedling**, but over the years it grows larger and becomes a young tree called a **sapling**. After a few more years, it becomes an adult tree capable of making seeds (acorns) that will grow into new trees. Plants are not born, and they do not hatch. Instead, a seed **germinates** or sprouts to form a new plant.



### Do You Know?

The largest living thing is the giant sequoia tree. It grows from a tiny pinecone seed.

Some plant life cycles last hundreds of years. A bristlecone pine can live well over a thousand years. Plants with life cycles that are several years long, such as trees, grass, and shrubs are called **perennials**. Other plants, called **annuals**, live through only a single season. Many garden plants, including peas, beans, corn, and tomatoes, are annuals.

# TRY THIS

## Observing a Plant Life Cycle

### Materials:

- Clear plastic cup
- Dirt
- Bean seeds
- Water

### Steps:

- 1 Fill the cup with dirt.
- 2 Place the seeds about one-half inch below the soil.
- 3 Water the seeds enough to moisten the dirt.
- 4 Water again when the dirt begins to get dry.
- 5 Observe the growth.
- 6 Keep a journal of the changes. Measure the height every three days. Make drawings of the different stages.

## Glossary

|                                    |                                                                           |
|------------------------------------|---------------------------------------------------------------------------|
| <b>adult</b> ( <i>n.</i> )         | the mature stage of a living thing's life cycle (p. 10)                   |
| <b>adolescence</b> ( <i>n.</i> )   | the stage of the human life cycle that comes just before adulthood (p. 9) |
| <b>annuals</b> ( <i>n.</i> )       | plants having a one-year life cycle (p. 18)                               |
| <b>extinct</b> ( <i>adj.</i> )     | having died off and disappeared from Earth (p. 11)                        |
| <b>fry</b> ( <i>n.</i> )           | the stage of the fish life cycle after the eggs hatch (p. 15)             |
| <b>germinates</b> ( <i>v.</i> )    | to begin to sprout from a seed (p. 17)                                    |
| <b>infant</b> ( <i>n.</i> )        | a human at the first stage of life (p. 7)                                 |
| <b>larval stage</b> ( <i>n.</i> )  | the wormlike stage of an insect's life cycle (p. 12)                      |
| <b>life cycle</b> ( <i>n.</i> )    | the stages a living thing goes through during its lifetime (p. 5)         |
| <b>metamorphosis</b> ( <i>n.</i> ) | the changes an insect goes through during its lifetime (p. 12)            |
| <b>perennials</b> ( <i>n.</i> )    | plants that live many years (p. 18)                                       |
| <b>pupa</b> ( <i>n.</i> )          | a dormant insect stage before the adult stage (p. 13)                     |
| <b>sapling</b> ( <i>n.</i> )       | a young tree (p. 17)                                                      |
| <b>seedling</b> ( <i>n.</i> )      | a young plant (p. 17)                                                     |



# Reading a-z Running Record

**Level Q**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

**Life Cycles**  
**168 words**

Have the student read out loud as you record.

Assessed by \_\_\_\_\_

| page          | <b>E = errors   S-C = self-correction</b><br><b>M = meaning   S = structure   V = visual</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>E</b> | <b>S-C</b> | <b>E</b> |          |          | <b>S-C</b> |          |          |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|----------|----------|------------|----------|----------|
|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |            | <b>M</b> | <b>S</b> | <b>V</b> | <b>M</b>   | <b>S</b> | <b>V</b> |
| 4             | Whether plant or animal, all living things undergo changes as they go through life. This is also true for tiny living things made of only one cell. This book is about the changes living things go through during their lifetime. It is about life cycles.                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |            |          |          |          |            |          |          |
| 5             | A life cycle includes all the stages a living thing goes through from birth to death. All living things have a beginning, and they all must die. What happens between birth and death varies from one kind of living thing to another. Most living things have one thing in common — they begin life as a tiny single cell. The simplest forms of life never grow beyond a single cell. The life cycle of these simple life forms is really just a matter of growing a bit larger and then dividing into two smaller cells. But most of the plants and animals we know have much more complicated life cycles. We are going to examine how life cycles differ among some plants and animals. |          |            |          |          |          |            |          |          |
| <b>Totals</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |            |          |          |          |            |          |          |

Accuracy Rate:

Error Rate:

Self-correction Rate:

# The Nor'easter

A Reading A-Z Level Q Benchmark Book

Word Count: 849

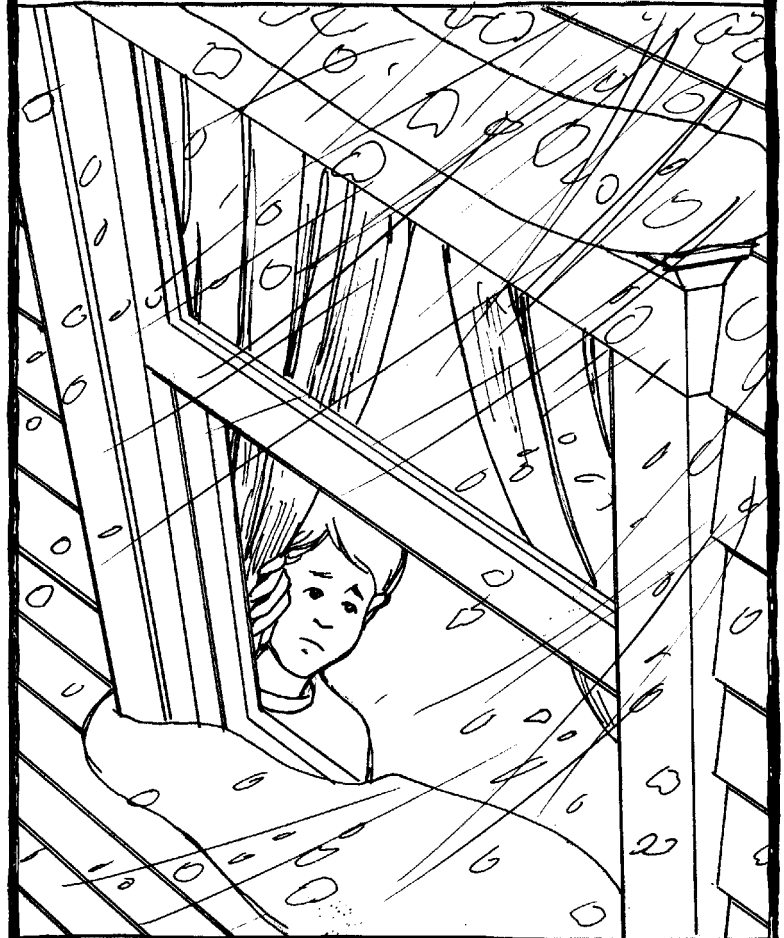


  
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# The Nor'easter



Written by Katherine Follett  
Illustrated by John Kastner

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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



"Some weather for Thanksgiving, eh Kevin?" Grandma said, her voice seeming to **literally** break the ice in the freezing living room. It was silent except for three sounds: the creaking of the house straining against the wind, the whick, whick of Grandma's knife as she whittled another of her wooden dwarfs, and Kevin's teeth chattering.

"Not a good night for people to be out," she murmured, almost to herself.

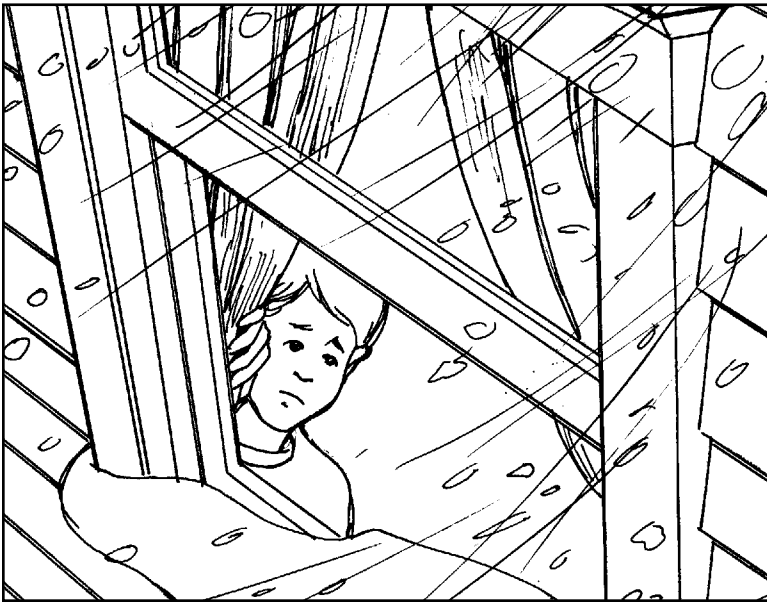
Kevin and his parents had left their apartment in Boston extra early that morning, because it was beginning to **sleet**. By the time they got on the highway, it was nearly a **blizzard**, cars fishtailing everywhere until the whole highway slowed to thirty-five miles an hour. The two-hour trip to Cape Cod ended up taking six, and they **assumed** they would be the last to arrive. But as soon as they stepped into Grandma's wonderful-smelling but chilly entryway, she called from the kitchen:

"Uncle Bob and his new wife are stuck in a ditch out on the turnpike, and the tow truck's so busy it can't get to them for an hour. They asked if you'd pick them up in your four-wheel drive."

"You stay here, Kevin," his father had **instructed**, and Kevin groaned. Without his cousins around, the only thing to do at Grandma's house was listen to another one of her stories.

"Not a good night at all," she muttered, the knife scratching as she etched the dwarf's beard. "When I was a girl we had a **Nor'easter** like this right around the holidays, must've been twice as bad as this one. You hear that wind groanin', Kevin? Well, that isn't the worst of it."

As if disagreeing with her, the wind suddenly gusted against the house, pounding like an **enormous** fist on all the windows. Outside, Kevin could see the snow sweeping through the single cone-shaped beam of light from the streetlamp.



"There's something called the storm swell that happens when the **air pressure** drops at the center of the storm," Grandma continued. "It sucks up a huge dome of water, like God was holding a giant vacuum cleaner over the ocean. Comes in at high tide and you've got flooding like you can't imagine."

"This storm swell came in at evening tide," she continued. "My father herded us all upstairs where we watched the ocean from the big bay windows in Mother and Father's bedroom. First the spray came across the road and began to wet the paint on our neighbor's, the MacIntosh's, house. Then the water came up to the top of their foundation, and the waves were creeping up our front walk. Then we heard them slap, slapping against the house; sometimes a big one came along, and whoosh! we'd hear it drumming against the walls."

The wind seemed to be listening, for it echoed the noise of the waves. Kevin gasped and looked quickly out the window, imagining for a moment that the blowing snow was the white fringe of a wave crashing against the house.



"The waves kept rising, and one by one we heard our windows smash out. Front door busted open and the water poured into the living room; we could hear our furniture bumping into things as it bobbed around, hear the water slopping up the stairs.

"Father was about to take us up to the attic when we heard this awful crashing noise. We looked out the window, and the MacIntosh's house had been ripped right off



its foundation, creaking and groaning as it floated away. Then like a sinking ship, it spun and tipped over, crash! I was friends with the little MacIntosh girl, Amy. She and her mom grabbed onto the couch and ended up on the beach in Tonset, alive. They never saw her father or brother again."

Suddenly there was a horrible screaming sound, and Kevin leapt about two feet into the air.

“Pie’s done!” Grandma announced, getting to her feet and shuffling into the kitchen—it was only the oven timer. Her voice floated out of the kitchen with the warm smell of cinnamon. “Not scaring you, am I? Heck, I’m scared myself; no good having all your children out in weather like this.”

Kevin walked to the window and cupped his hands over his eyes. The only thing **visible** was the cone of falling snow under the streetlamp. He imagined that outside that bit of light, the waves were beginning to crawl up the shore, lapping toward the house.

Yes, there it was—he was sure he saw the white edge of a wave slipping onto the road, splashing into bright flecks of spray. His heart pounded as the shape shifted and grew, and just before he was about to run to his grandmother, he realized what he saw: headlights. The lights from a car shone on the enormous snowflakes, making them look like the moving front of a wave. It was his parents’ car pulling into the driveway, with Bob and Nancy in the back seat. Kevin laughed at himself, and ran to the door to welcome them in from the storm.

## Glossary

|                                   |                                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>air pressure</b> ( <i>n.</i> ) | the push of air on a surface (p. 6)                                                                                                   |
| <b>assumed</b> ( <i>v.</i> )      | to accept something as being true (p. 4)                                                                                              |
| <b>blizzard</b> ( <i>n.</i> )     | a severe snowstorm with high winds and heavy snows (p. 4)                                                                             |
| <b>enormous</b> ( <i>adj.</i> )   | very great in size, larger than is usual (p. 5)                                                                                       |
| <b>instructed</b> ( <i>v.</i> )   | to have given directions (p. 4)                                                                                                       |
| <b>literally</b> ( <i>adv.</i> )  | based on the exact meaning of a word or words (p. 3)                                                                                  |
| <b>Nor’easter</b> ( <i>n.</i> )   | a cyclonic storm of the East Coast of North America that often causes high seas and snow, named for its strong northeast winds (p. 5) |
| <b>sleet</b> ( <i>v.</i> )        | to shower with partially frozen rain (p. 4)                                                                                           |
| <b>visible</b> ( <i>adj.</i> )    | able to be seen (p. 10)                                                                                                               |

# Reading a-z Running Record

**Level Q**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

**The Nor'easter**  
**134 words**

Have the student read out loud as you record.

Assessed by \_\_\_\_\_

| page          | <b>E = errors   S-C = self-correction</b><br><b>M = meaning   S = structure   V = visual</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>E</b> | <b>S-C</b> | <b>E</b> |          |          | <b>S-C</b> |          |          |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------|----------|----------|------------|----------|----------|
|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |            | <b>M</b> | <b>S</b> | <b>V</b> | <b>M</b>   | <b>S</b> | <b>V</b> |
| 3             | <p>“Some weather for Thanksgiving, eh Kevin?” Grandma said, her voice seeming to literally break the ice in the freezing living room. It was silent except for three sounds: the creaking of the house straining against the wind, the whick, whick of Grandma’s knife as she whittled another of her wooden dwarfs, and Kevin’s teeth chattering.</p>                                                                                                                      |          |            |          |          |          |            |          |          |
| 4             | <p>“Not a good night for people to be out,” she murmured, almost to herself.</p> <p>Kevin and his parents had left their apartment in Boston extra early that morning, because it was beginning to sleet. By the time they got on the highway, it was nearly a blizzard, cars fishtailing everywhere until the whole highway slowed to thirty-five miles an hour. The two-hour trip to Cape Cod ended up taking six, and they assumed they would be the last to arrive.</p> |          |            |          |          |          |            |          |          |
| <b>Totals</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |            |          |          |          |            |          |          |

Accuracy Rate:

Error Rate:

Self-correction Rate:



# Mermaid in a Teacup

A Reading A-Z Level Q Leveled Reader

Word Count: 1,340



  
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## MERMAID IN A TEACUP

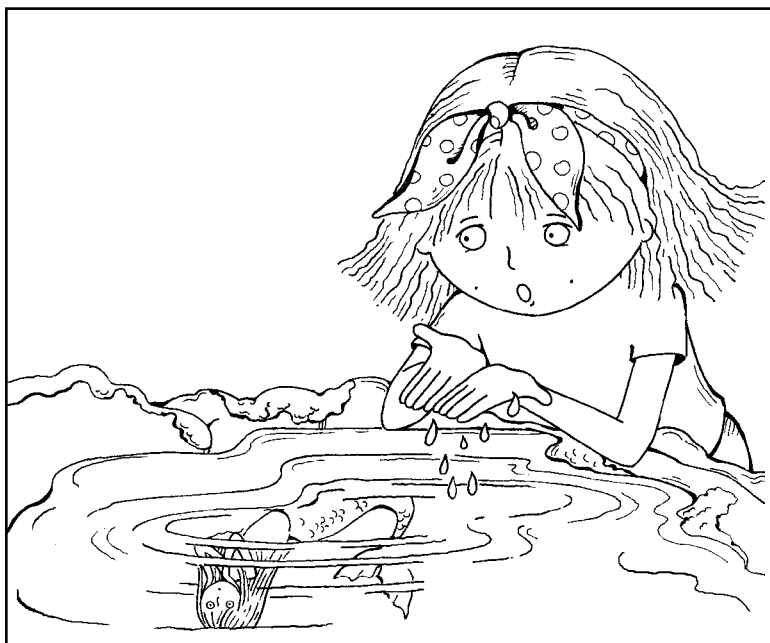


Written by Stephen Cosgrove  
Illustrated by Carolyn LaPorte

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# MERMAID IN A TEACUP

*A story from Hattie MacGruder's diary*



Written by Stephen Cosgrove  
Illustrated by Carolyn LaPorte

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Mermaid in a Teacup  
Level Q Leveled Reader  
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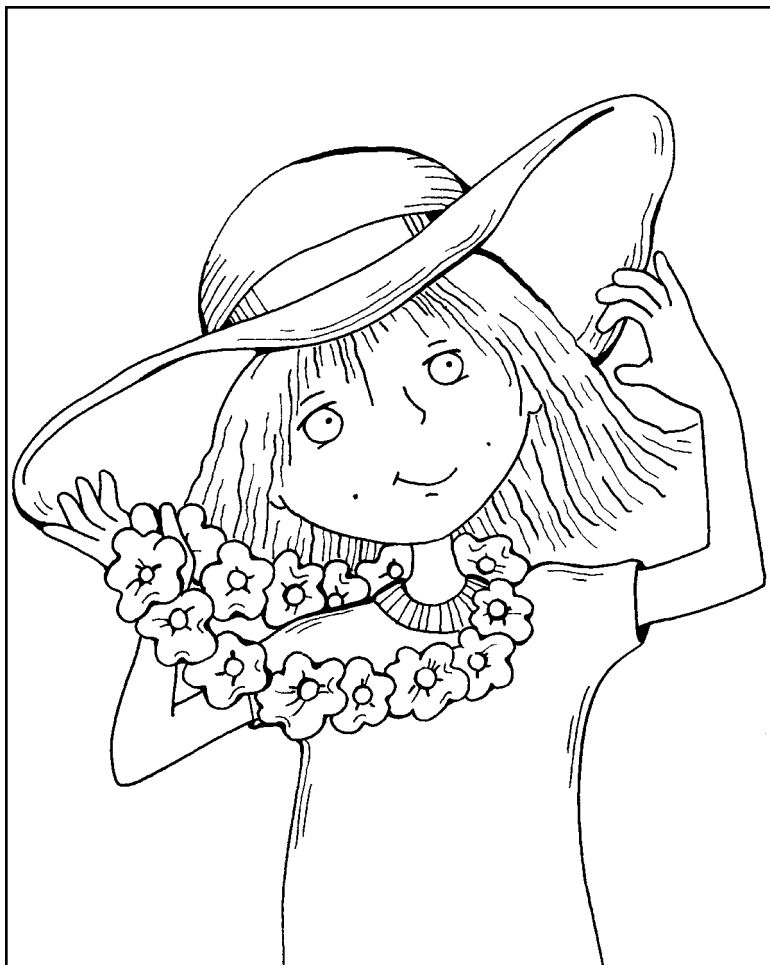
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



My name is Hattie MacGruder, and I found a mermaid!

I found a real, live mermaid that is only three inches long.

I am telling the truth.

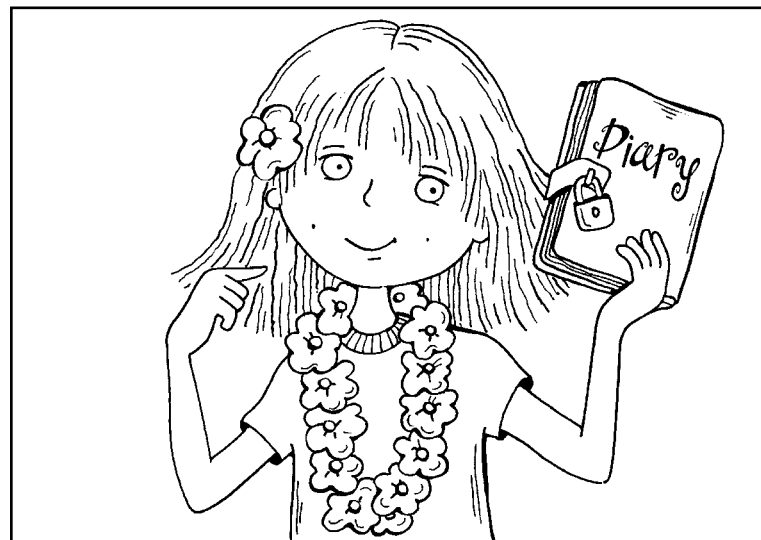
There are others who are not telling the truth.

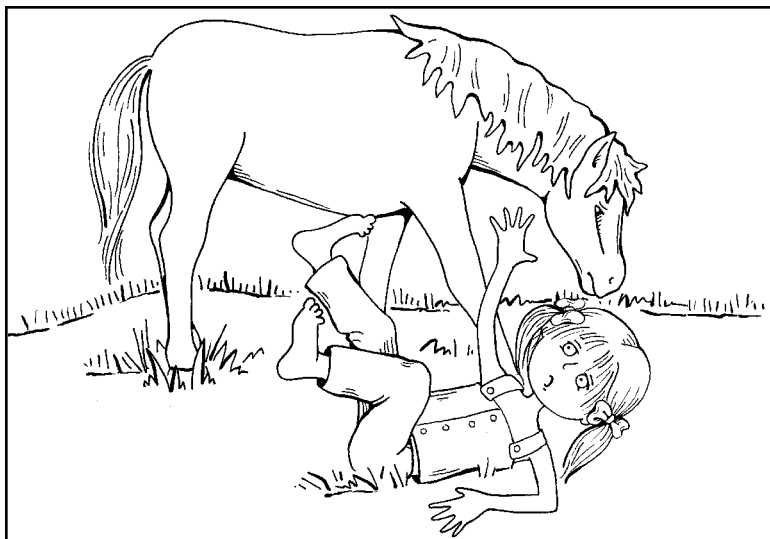
Sybil and Sarah are liars and fibbers and tellers of untruth.

They said that the mermaid was nothing more than a silly toy that wasn't ever alive. They said that I made it all up. That's why they are liars, fibbers and tellers of untruth.

I have proof that I found a mermaid.

The proof is in my diary, and I'm going to let you read it exactly as I wrote it three weeks ago when I found the tiny mermaid.





### Special Note:

I am only going to show you the parts of my diary that are about the mermaid. I won't let you read that Sarah really didn't go to see the movie *Harry Potter* with Danny Buckman—she went with her mom, who didn't think she was old enough to sit by herself. And I definitely am not going to let you read about “super equestrian” Sybil when she fell off her little sister's pony.

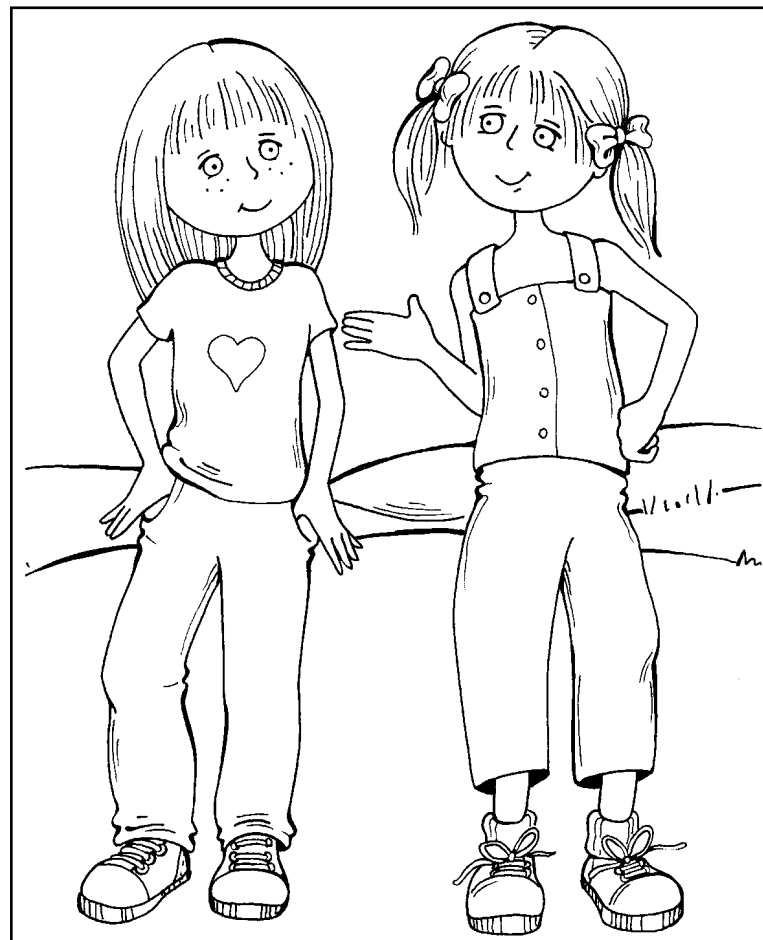
So don't think that I'm leaving out something about those fibbers, Sybil and Sarah, when I skip some stuff.

### The Proof:

*Diary, Day 93*

*Sybil and Sarah are coming over today for our third annual back-to-school picnic.*

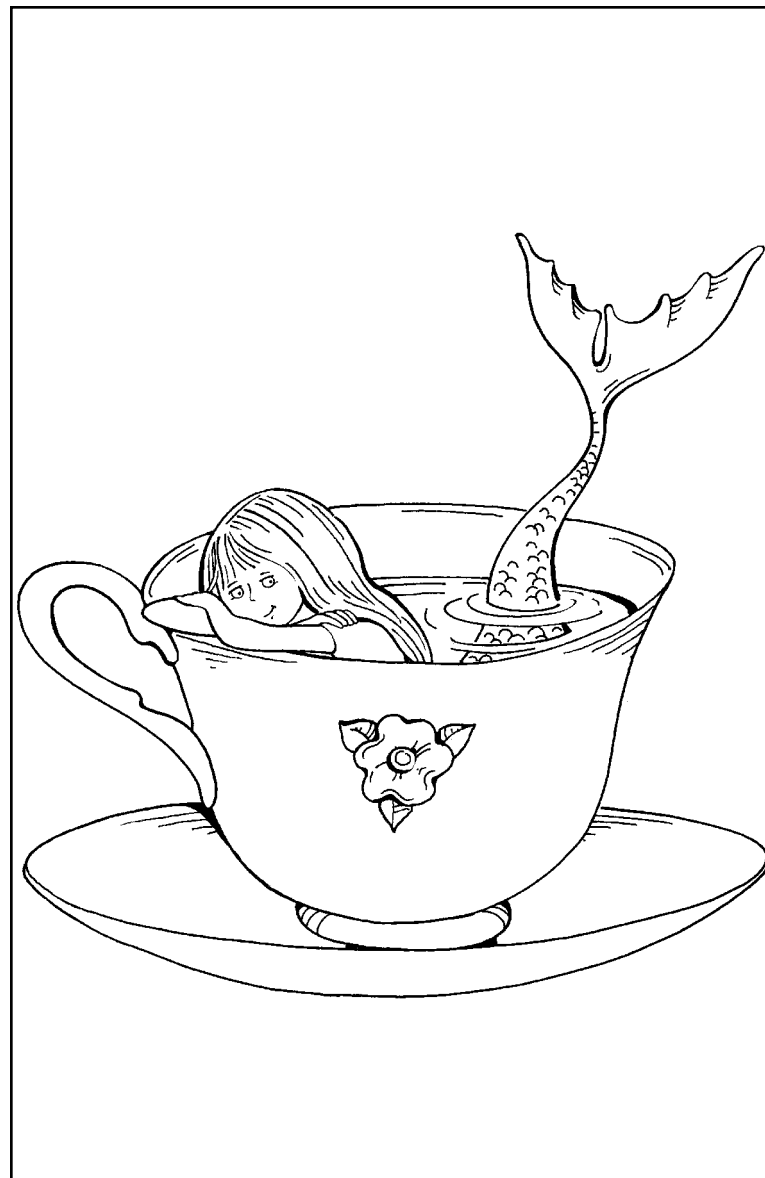
*Hey, they're here! I'll write longer later.*





*Diary, Day 93 (continued later)*

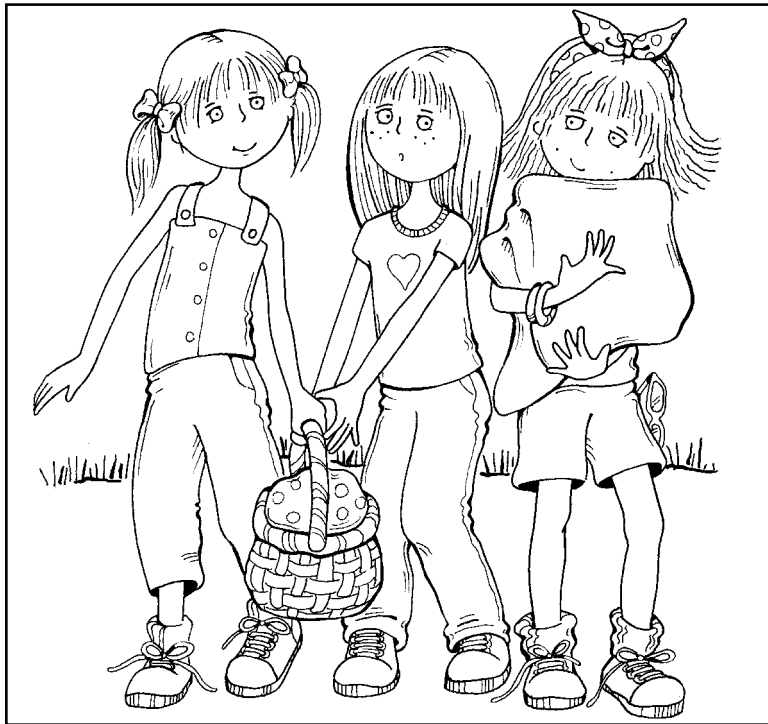
*You will never in a billion years guess what happened. I found a mermaid! She is the coolest little thing you have ever seen. She's only about three inches long and is a real, real mermaid. I dressed her in some Barbie clothes. They fit her perfectly. She didn't need any jeans or anything.*



*Right now she is sitting in a teacup filled with water, on my bedside table, watching me write.*

*Wait a minute! I'm getting too far ahead.*

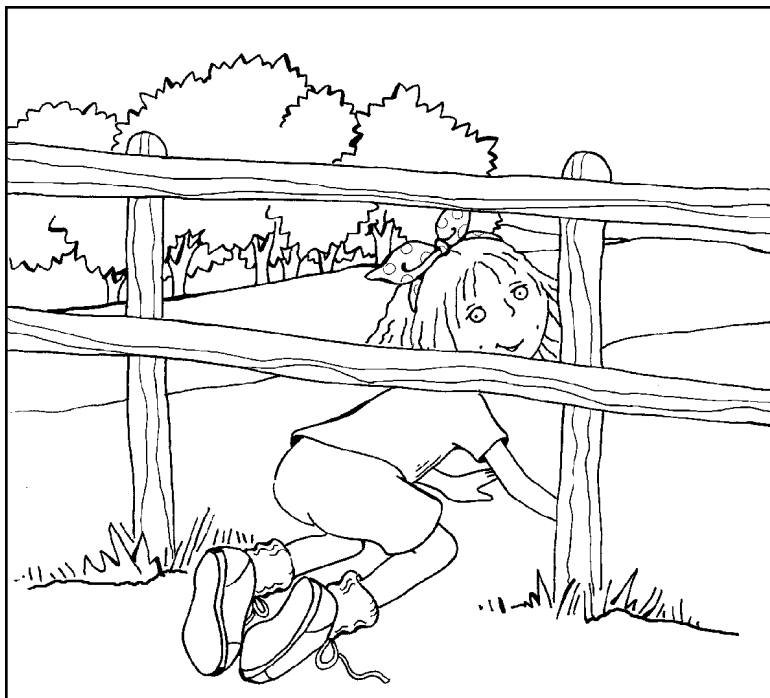
*The whole thing started when Sybil and Sarah came to get me for the picnic. Ever since we were in the first grade, we have had a picnic on the first weekend after school starts. Now we're third graders, and this time we were going to actually go somewhere besides my backyard. This year, we were supposed to go to River Park. My dad was going to take us, but he got stuck in a meeting or whatever.*



*None of us wanted to just eat our picnic in my backyard—that is so second grade. Now, the good thing about my yard is that it backs up to the Ledbetters' dairy farm. They have hundreds of acres for their cows to graze on.*

*At the edge of their pasture is a monstrous boulder called Crying Rock. They call it Crying Rock because water seeps down from the mountain and drips over the rock. It makes the rock look like it is crying.*



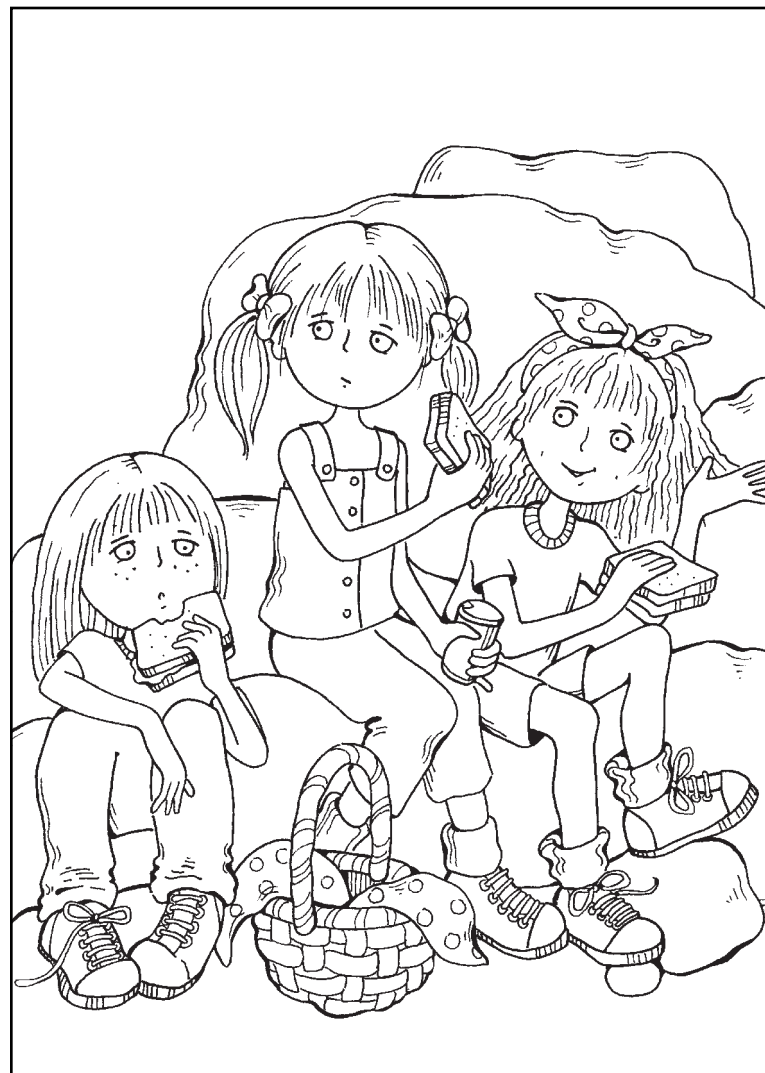


*So we decided to have our annual picnic in the middle of the pasture. Nobody said we couldn't go, even though we've been told not to go through the fence when the cows were in the field.*

*There weren't any cows out today, and nobody said we couldn't go under the fence.*

*So we ran all the way to Crying Rock because we didn't want crotchety Mr. Ledbetter to see us. We got the giggles, which didn't help at all.*

*Sarah was worried that we were going to get in trouble. She just wanted to eat and go home. Sybil always did what Sarah wanted, so we ate our sandwiches really fast.*







*I probably wouldn't have found the mermaid at all if Sarah hadn't had to go to the bathroom. Sybil always goes wherever Sarah goes. The two of them climbed down from the rocks and ran over to a bunch of trees.*

*While they were gone, I decided to climb higher on the rock to see if I could see them.*



*I climbed and climbed. There was almost a path that led up around the crying part of the rock. When I got nearly to the top, I stopped and looked down. Way off to the side, I could see Sarah and her shadow, Sybil, walking into the trees.*

*I was just starting down when I heard a sound coming from high above me. I listened carefully. I couldn't understand the words, but it sounded like someone was singing. It was really pretty.*

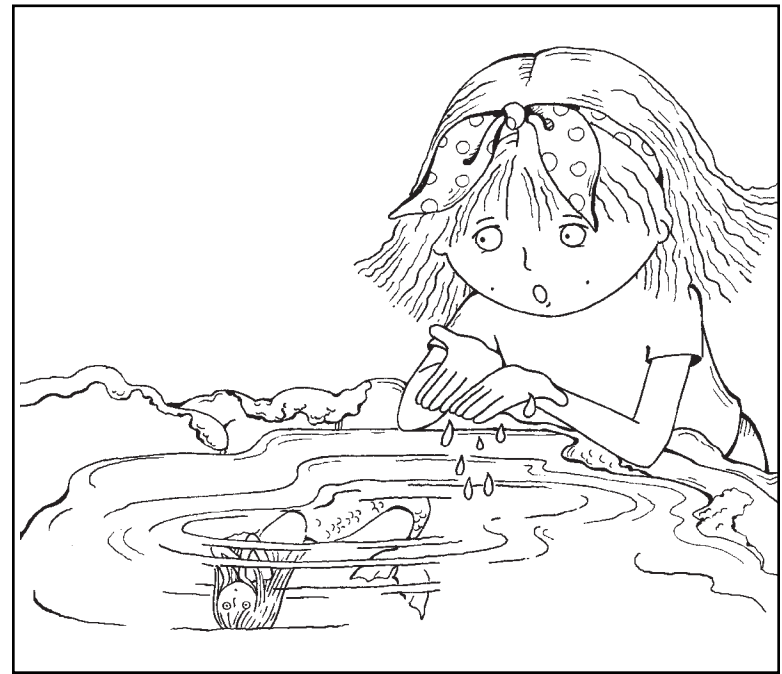


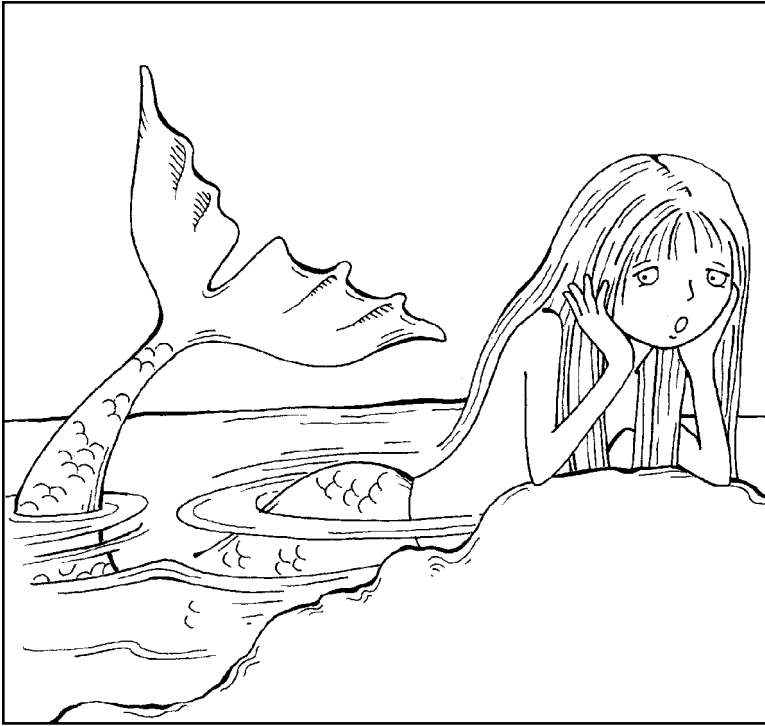
*There were little notches in the face of the rock, and I started climbing. It wasn't easy, but going up is always easier than coming down. The singing was louder now, and I could tell that it was coming from the ledge just above my head.*



*I pulled myself up and over the top. The ledge was covered in a mossy carpet. In the middle of the ledge was a small pool of sparkling, clear water. The climb up the rock and the salty chips I had eaten earlier made me thirsty. I crawled over to the pool on my hands and knees, bent over, and took a big sip.*

*I had just leaned down to take another drink when I saw an odd reflection in the water. At first I thought it was a frog, and I almost screamed.*



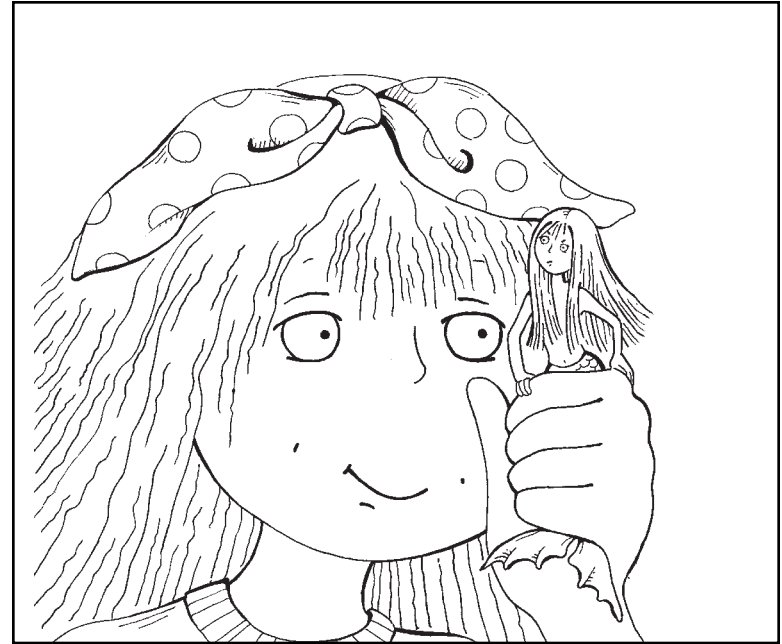


*My heart in my throat, I looked and then looked again.*

*It wasn't a frog.*

*It was a tiny mermaid sitting half in the water, leaning over a rock with her back toward me. She held her head in her hands and she was singing softly.*

*I didn't say a word. I just lay there, hanging out over the water.*



*My nose couldn't have been more than 12 inches from her back. I don't know why I did it, but I just reached over and carefully grabbed her with my hand. She twisted and squirmed like a fish, which was to be expected since she was half fish and half human.*

*I pulled back from the water, sat back on my heels, and looked at what I held in my hands. She looked at me, and I looked at her.*

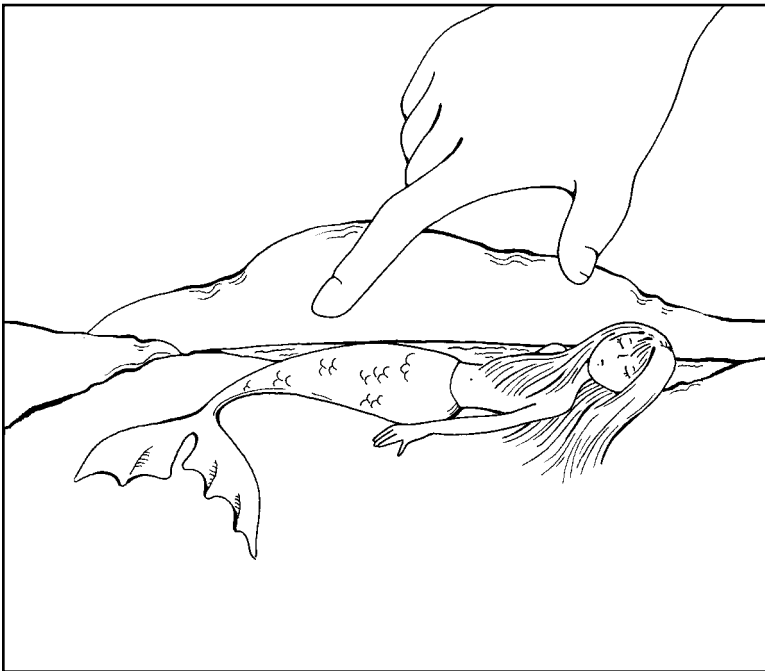
*Then her eyes kind of went blank. She closed her eyes, and her body went stiff in my hand.*

*I thought I had killed her or something.  
I laid her down on the ledge and ran my finger  
down her fish tail. Right then she looked more  
like a toy doll than a real mermaid.*

*I felt really bad, thinking maybe I had killed  
her, but then she opened her eyes. She looked up  
at me and blinked a couple of times. She looked  
over toward the water and then back at me.*

*Then she closed her eyes and went stiff again.*

*I wondered what was going on.*

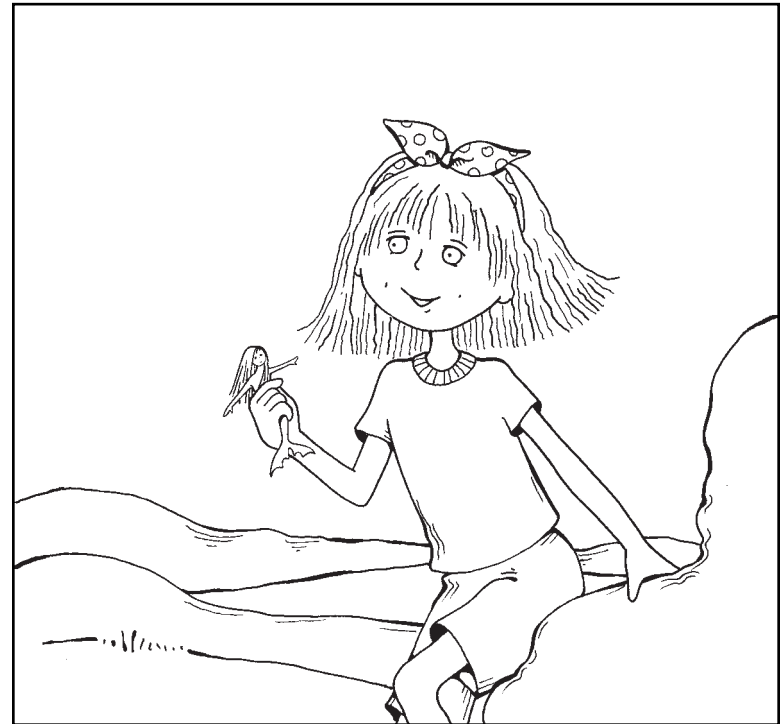


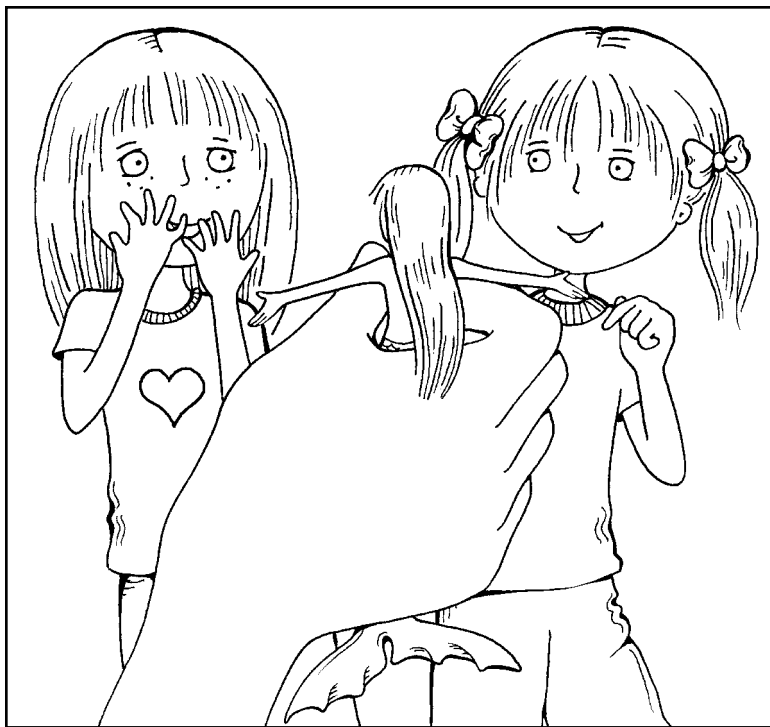
*In the distance, I could hear Sarah and Sybil  
calling my name.*

*"I'm up here!" I shouted excitedly. "I'm  
coming down. Wait until you see what I found."*

*With the mermaid gripped tightly in my hand,  
I climbed down from the rock. I was so excited.  
It's not every day you find a three-inch mermaid.*

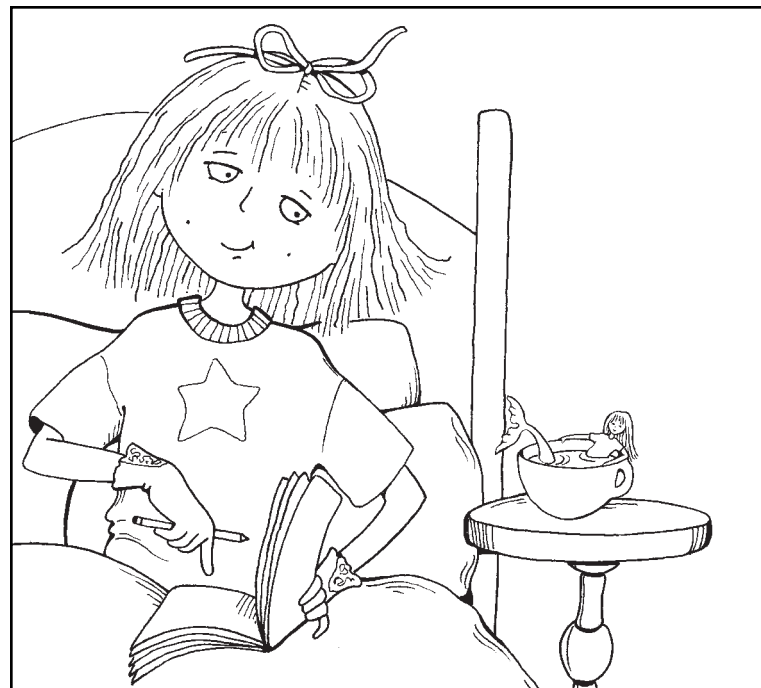
*This is where the trouble started with Sybil  
and Sarah.*





*I showed them what I had found, but the mermaid wouldn't wake up. The two tellers of untruth laughed at me. They said the mermaid was nothing more than a silly doll. Then they grabbed their backpacks and ran laughing back to my house.*

*Since then, they have told everyone that I carried one of my "dollies" on the picnic. They said that when they caught me playing with it, I made up the story about the mermaid.*



*And there it is—my proof. Now you've read it, too! But now what do I do? I've got a mermaid in a teacup, but every time I show her to someone, she gets stiff like a doll.*

*I think I'll get my dad's video camera and make a movie. Everybody believes the movies almost as much as they believe what they read in diaries.*

Love,  
Hattie MacGruder

Name \_\_\_\_\_

**INSTRUCTIONS:** While you are reading, refer to the character outline. Fill in the boxes when you are finished reading.

## Hattie

What she claims:

What this tells us about her:

One thing she does:

What this tells us about her:

How she reacts when her friends say she didn't find a Mermaid:

What this tells us about her:

Name \_\_\_\_\_

**INSTRUCTIONS:** Refer to the book to find examples of each vowel digraph. Write the words that match the digraph in the correct column. Write a sentence using two of the words you have found.

Example:

ea = Teacup

ea

eo

ei

ai

ow

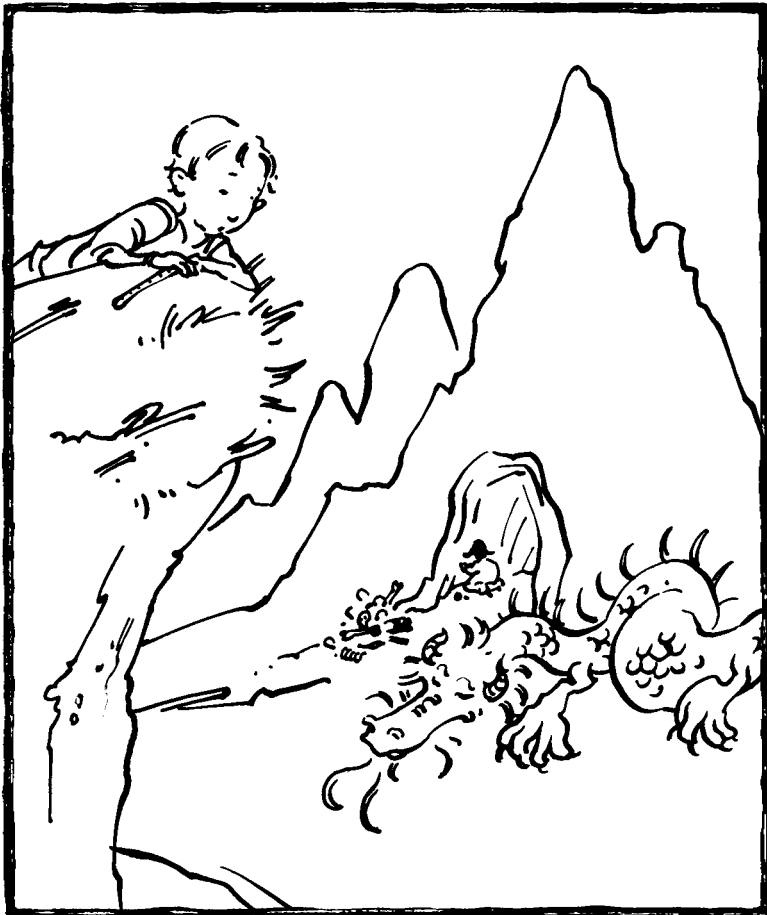
ee

My Sentence: \_\_\_\_\_

# The Golden Flute

A Reading A-Z Level Q Leveled Reader

Word Count: 1,268



  
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# The Golden Flute



A Yao Folktale Retold by Robert Morgan  
Illustrated by Anik McGrory

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# The Golden Flute



A Yao Folktale Retold by Robert Morgan  
Illustrated by Anik McGrory

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This story is a retelling of a folktale of the Yao people.  
The Yao live in the mountainous regions of southern  
China, and also in Vietnam and Laos.

The Golden Flute  
Level Q Leveled Reader  
© 2002 Learning Page, Inc.  
A Yao Folktale  
Retold by Robert Morgan  
Illustrated by Anik McGrory

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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |





Once upon a time a woman and her daughter lived in the mountains. The daughter liked to dress in red. For this reason, she was called Little Red.

One day Little Red and her mother were working in the fields. All of a sudden a gale blew up, and in the sky there appeared an evil dragon. It stretched down its claws, caught Little Red in a tight grip, and flew off with her toward the west.

Little Red's mother vaguely heard her daughter's words carried on the wind:

"Oh mother, oh mother, as dear as can be!  
My brother, my brother will rescue me!"

Wiping away her tears, Little Red's mother gazed into the sky and said, "But I only have a daughter. Who can this brother be?"



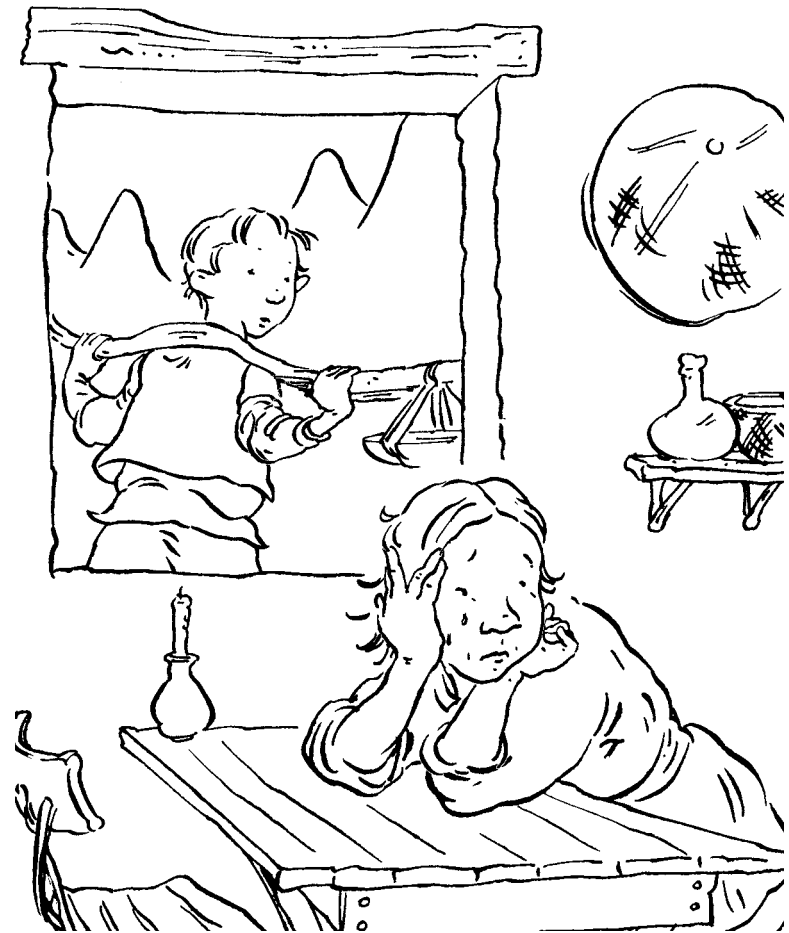


Little Red's mother staggered toward home, and when she had gotten halfway there, her hair caught in the branches of a bayberry tree growing by the roadside. While she was untangling her hair, she spotted a red, red berry dangling from a twig. She picked it and swallowed it without thinking.

When she arrived home, the woman gave birth to a boy with a round head and red cheeks. She named the boy Little Bayberry.

Bayberry grew up very quickly, and in a few days he was a young boy of fourteen or fifteen.

His mother wanted to ask Bayberry to rescue his sister, but she couldn't bring herself to give him such a dangerous job. All she could do was weep to herself in secret.





One day a crow landed on the roof of the woman's house and cried:

"Your sister is suffering out there, out there!  
She's weeping in the evil dragon's lair!  
Bloodstains on her back,  
She's digging rocks with hands so bare!"

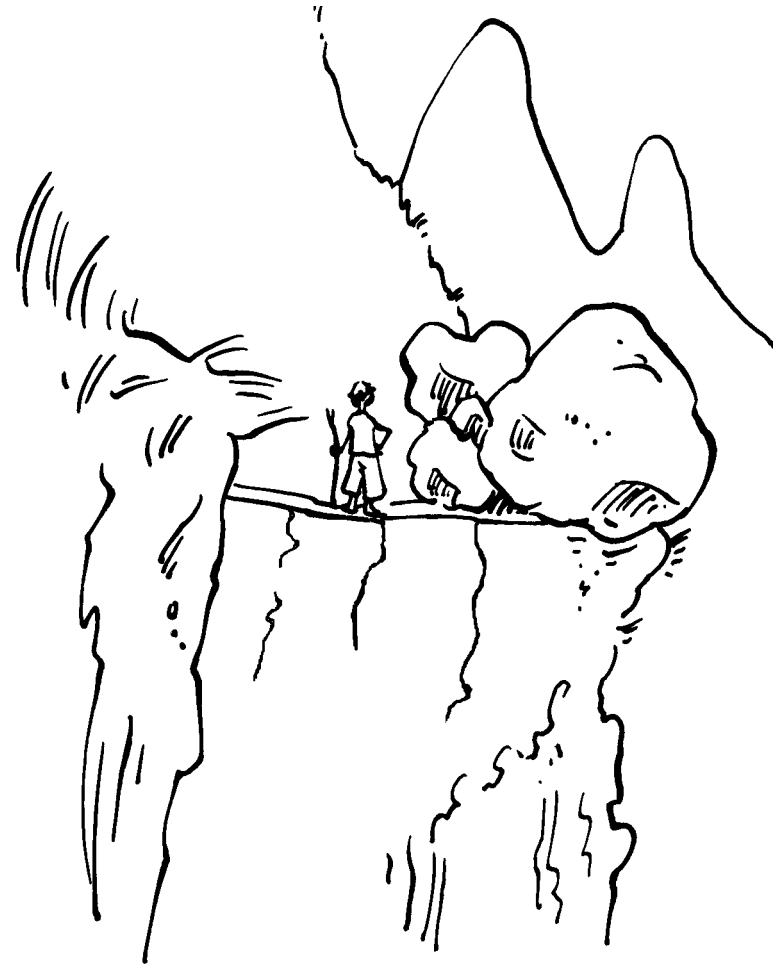


Upon hearing this, Bayberry asked his mother, "Do I have a sister?"

Tears streaming down her cheeks, his mother replied, "Yes, my son, you do. Because she loved to dress in red, she was called Little Red. An evil dragon that has killed so many people came and took her away."

Bayberry picked up a big stick and said,  
“I’m going to rescue Little Red and kill that  
evil dragon. Then it can’t do any more harm!”

His mother leaned against the doorframe  
and through misty eyes watched her son  
march away.



Bayberry walked for miles and miles.  
On a mountain road ahead of him, he saw  
a large rock blocking the way that was pointed  
and rubbed smooth by all the travelers who  
had had to climb it. One wrong step would  
mean a nasty fall.

Bayberry said, "This is my first obstacle! If I don't remove it now, it will be the undoing of many more people." He thrust his stick under the rock and heaved with all his might. There was a great "crack!" and the stick broke in two. Then he put both his hands under the rock and tried to move it with all his strength. The rock rolled down into the valley.



Just at that moment, a shining golden flute appeared in the hole where the rock had been. Bayberry picked it up and blew on it. It gave out a sweet sound.

Suddenly, all the earthworms, frogs, and lizards by the roadside began to dance. The quicker the tune, the faster the creatures danced. As soon as the music finished, they stopped dancing. Bayberry had an idea: "Ah! Now I can deal with the evil dragon."





He strode away with the golden flute in hand. He climbed a huge, rocky mountain and saw a ferocious-looking dragon at the entrance to a cave. Piles of human bones lay all around it. He also saw a girl in red chiseling away at the cave. Tears were streaming down her cheeks.

The evil dragon whipped the girl on the back with its tail and shouted angrily at her:

“Most ungrateful, loathsome Mistress Red!  
Since with me you will not wed,  
Day by day,  
Rock by rock,  
Carve me out a handsome cave,  
Or I’ll send you to your grave!”





Bayberry realized that the girl was none other than his sister. He shouted:

“Wicked monster! Evil fiend!  
To torment my sister so!  
Till your wretched life shall end  
On this flute I’ll blow and blow!”

Bayberry began to blow on his golden flute. The music made the evil dragon dance despite itself. Little Red put down her chisel and stepped out of the cave to watch.



Bayberry continued to blow on the flute. The evil dragon continued to dance, twisting and squirming. The quicker the tune, the faster the evil dragon danced.

Little Red came over and wanted to speak to her brother. With a gesture of his hand, Bayberry showed her that he could not stop playing the flute. If he did, the evil dragon would eat them both up.

Bayberry kept blowing for all he was worth, and the evil dragon stretched his long waist and kept dancing around in time to the music.



Fire came from the evil dragon's eyes, steam from its nostrils, and panting breath from its mouth. The dragon pleaded:

“Ho-ho-ho! Brother, you're the stronger!  
Blow no more! Torture me no longer!  
I'll send her home,  
If you leave me alone!”

Bayberry had no intention of stopping. As he blew, he walked toward a big pond. The evil dragon followed him to the bank of the pond, squirming and dancing all the way. With a great splash, the evil dragon fell into the pond, and the water rose several feet.



The evil dragon was utterly exhausted. Fire came from its eyes, steam from its nostrils, and panting breath from its mouth. It begged again in a hoarse voice:

“Ho-ho-ho! Brother, you're the stronger!  
Let me alone and I'll stay in this pond  
And torture folk no longer!”







Bayberry replied:

“Wicked fiend!

This is my bargain.

Stay at the bottom of this pond,

And never do harm again.”

The evil dragon kept nodding its head.  
As soon as the golden flute stopped blowing,  
the dragon sank to the bottom of the pond.

Bayberry took hold of his sister’s hand and  
walked happily away.

Not long after Bayberry and Little Red set off, they heard the sound of water splashing in the pond. They looked over their shoulders and saw the evil dragon emerge from the pond. It raised its head and flew in their direction, baring its fangs and clawing the air.

Little Red cried:

“Go deep when digging a well;

Pull up the roots when hoeing a field.

While that dragon is still alive

To kindly ways he’ll never yield.”





Bayberry rushed back to the pond and began to blow on his flute once more. The evil dragon fell back into the pond and began to dance again, splashing and squirming in the water.

Bayberry stood on the bank of the pond for seven days and nights, blowing a fast tune on his flute. Finally, the evil dragon could move no longer and floated on the surface of the water. Its days had come to an end.



Sister and brother joyfully returned home, dragging the body of the evil dragon along behind them. When their mother saw her two children coming home, her face lit up with happiness.

They peeled the dragon's skin to make a house, took out the dragon's bones to serve as pillars and beams, and cut off the dragon's horn to make a plow. With the dragon's horn they plowed the fields quickly and had no need of oxen. They plowed many fields, sowed lots of grain, and enjoyed a plentiful life.

Name \_\_\_\_\_

**INSTRUCTIONS:** Complete the story map.

|               |         |            |
|---------------|---------|------------|
| Setting       | →       | Characters |
|               |         | ↓          |
| Initial Event | ←       | Problem    |
|               |         |            |
| ↓             |         |            |
| Other Events  |         |            |
| Event 1       | Event 2 | Event 3    |
|               |         |            |
| ↓             |         |            |
| Resolution    |         |            |



Name \_\_\_\_\_

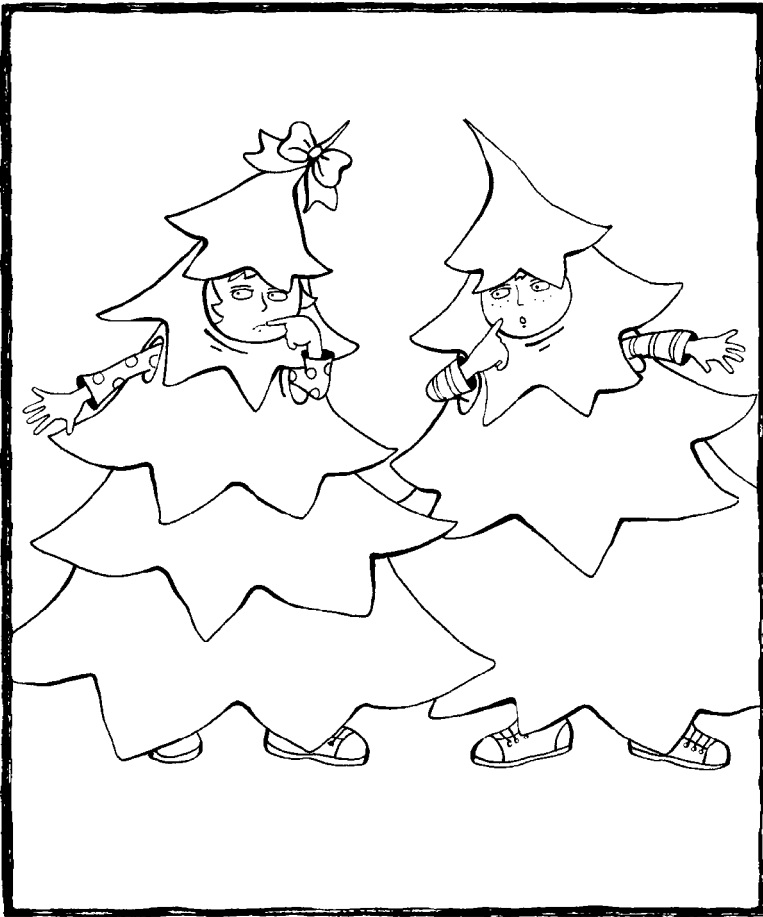
**INSTRUCTIONS:** Homonyms are words that sound alike, but are spelled differently and they mean different things. Read the word, then write a homonym beside it.

| Word    | Homonym |
|---------|---------|
| blew    | blue    |
| there   |         |
| flew    |         |
| heard   |         |
| hair    |         |
| red     |         |
| bare    |         |
| son     |         |
| through |         |
| road    |         |
| two     |         |
| hole    |         |
| see     |         |
| none    |         |
| made    |         |
| would   |         |
| hoarse  |         |

# The Castaway Pines

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,369*

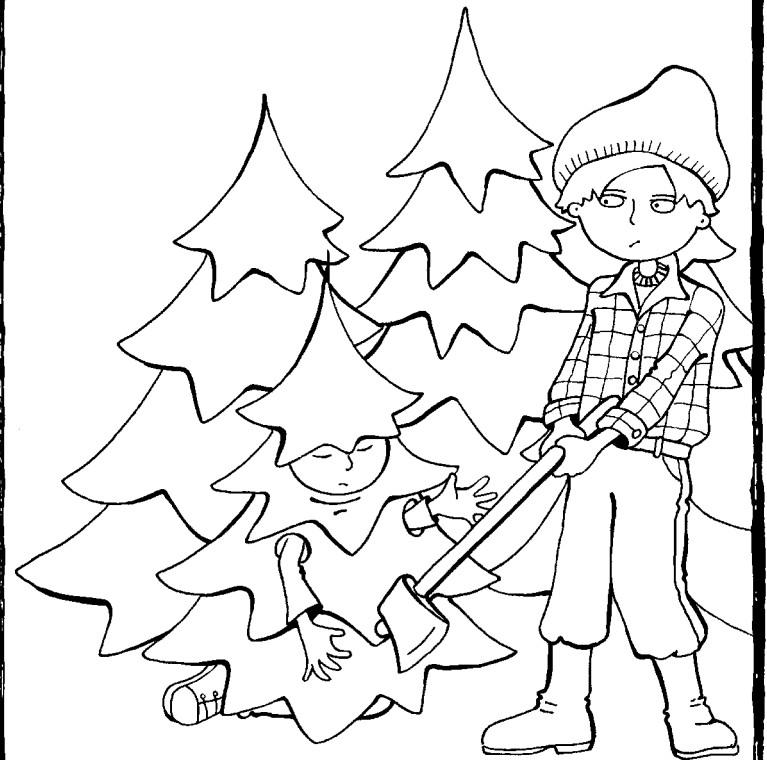


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# The Castaway Pines



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Illustrated by Carolyn LaPorte

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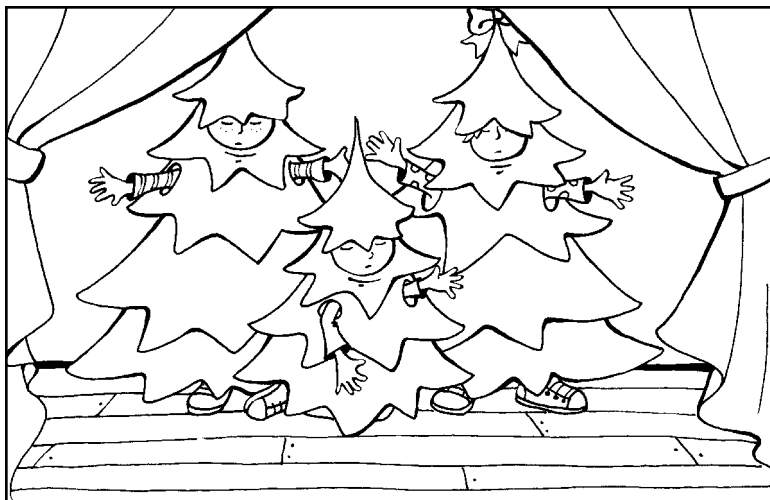
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



The Cast:

NARRATOR

POPPA PINE

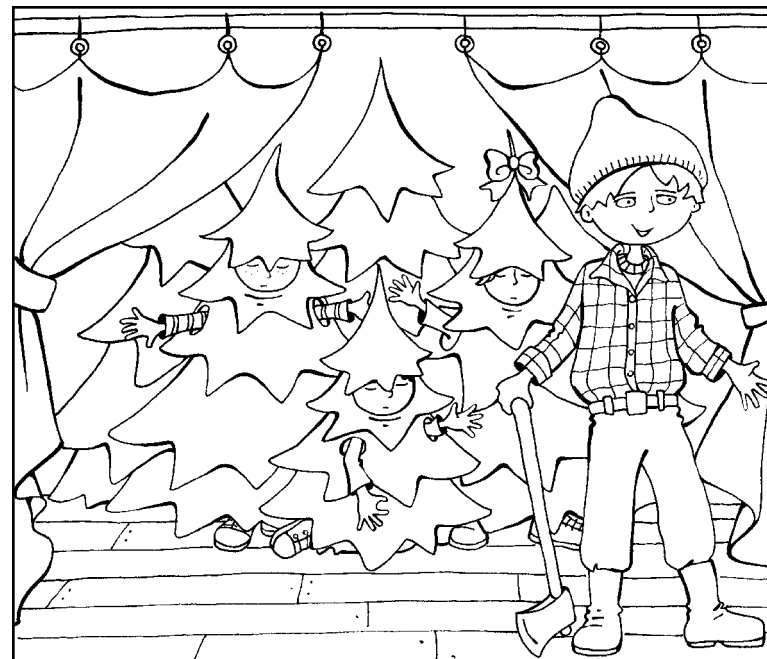
MOMMA PINE

BABY PINE

LOGGER

NARRATOR:

Deep in the woods stands a family of three pine trees. Their branches are deep green and their limbs are straight. Two of the pines are fully grown, but the third is tiny—barely more than a shrub. Most of the forest has been cut down around them. The larger evergreen trees have been harvested, and they are the last.



The sleeping pines have their heads bowed and their eyes closed. The gentle sound of whispering wind blows through their branches.

The Logger discovers the three pine trees, standing out in the nearly empty forest.

LOGGER:

Wow! Three pines, castaways, in a sea of evergreens. I never would have known they were here, until we harvested the Douglas firs and the blue spruce. Well, have I got a use for them!

NARRATOR:

The Logger rushes away, as the tallest of the three pines shakes himself awake.

POPPA PINE:

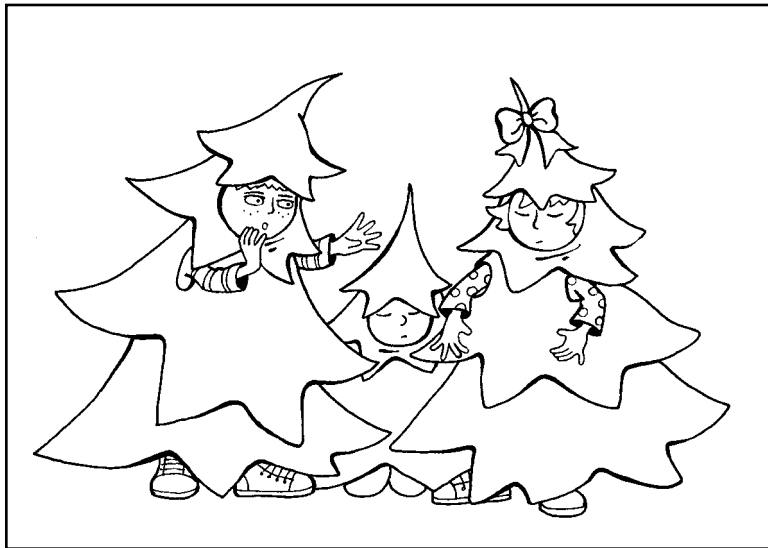
Oh, what a wonderful, brisk winter's morning. No snow yet, but it's still early winter. I love snow. Tickles my boughs.

NARRATOR:

Poppa Pine stretches, as well as a tree can stretch, and looks around.

POPPA PINE:

Oh my, oh my! Psst! Momma? Are you awake?



NARRATOR:

Momma Pine shakes her boughs and yawns. She looks down at the sleeping baby pine.

MOMMA PINE:

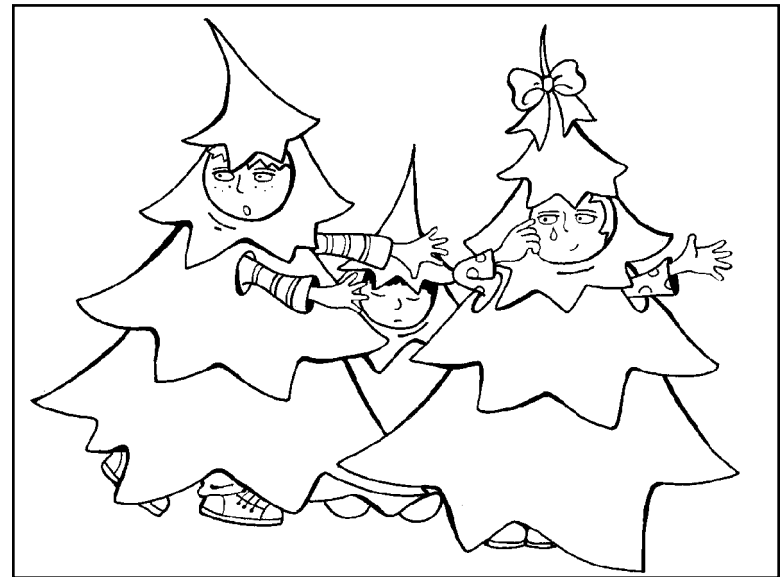
Yes, Poppa, now I am awake. Oh, isn't it the cutest thing? Seems like only yesterday that it was just a cone hanging in my branches.

NARRATOR:

Poppa Pine looks nervously over his shoulder.

POPPA PINE:

We may have a problem. I mean, a really big problem.





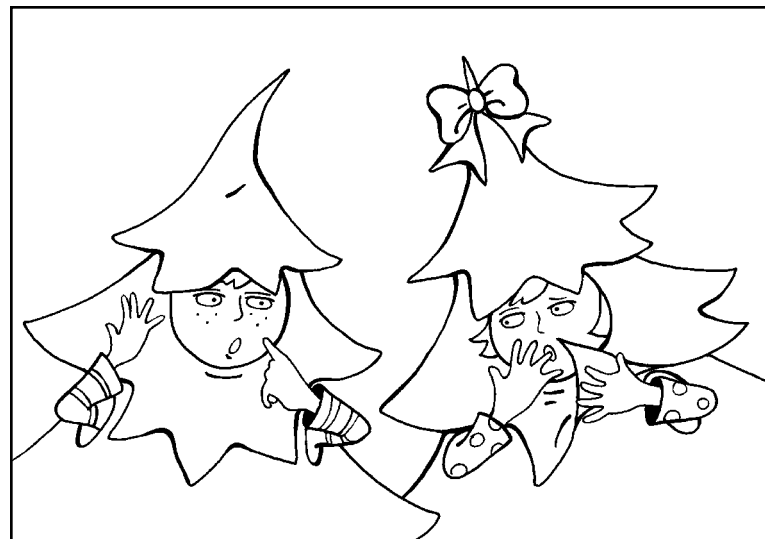


NARRATOR:

Momma Pine looks at the baby, distracted. Eyes opened wide, she looks around but sees nothing.

MOMMA PINE:

And just what could that be, Poppa? It's not those pesky root weevils, is it? I just hate when they come buzzing around. They are so boring. I want to think that all creatures have their place in Nature's plan, but I don't know—weevils just get under my bark. Then it's nothing but itch, itch, itch.



POPPA PINE:

No, Momma, it's not the root weevils. It's much worse than that. It's the loggers.

MOMMA PINE:

The loggers? Are you sure? It just can't be the loggers. We are hidden so deep in this sea of evergreens. Are you sure it's the loggers?

POPPA PINE:

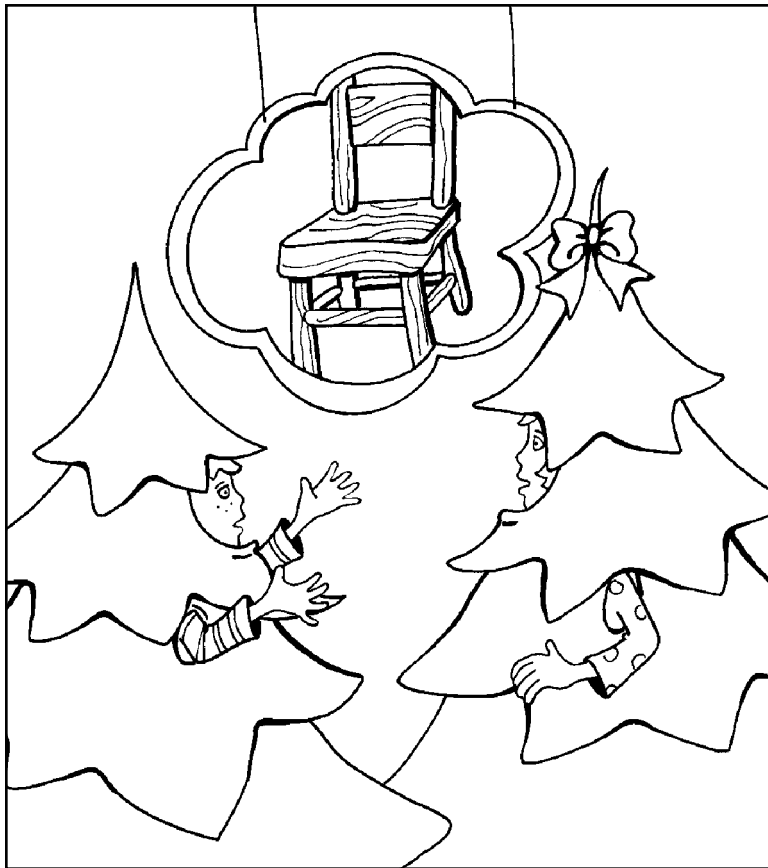
Shhhh! You're going to wake the baby. Yes, I'm sure. Look, there aren't any big evergreens left around us. They're all gone! Next thing you know the loggers will come to chop us down, too.

MOMMA PINE:

But good loggers or bad loggers?

POPPA PINE:

I don't know. One way or the other, we will be used for something. Could be something good—maybe a wooden chair or a wooden porch or . . . a Christmas tree.



MOMMA PINE:

Oh, Poppa, don't get that hope up and running. Only the best of the best can become Christmas trees. I have always been realistic—maybe a hand-carved rocking chair or an end table.

It won't be so bad. Actually, it may not be bad at all.

POPPA PINE:

But it could be very bad.

MOMMA PINE:

Poppa, I do declare. You do exaggerate so!  
It just makes my sap run cold when you talk  
like that. What possibly could be worse than  
a timber logger?

POPPA PINE:

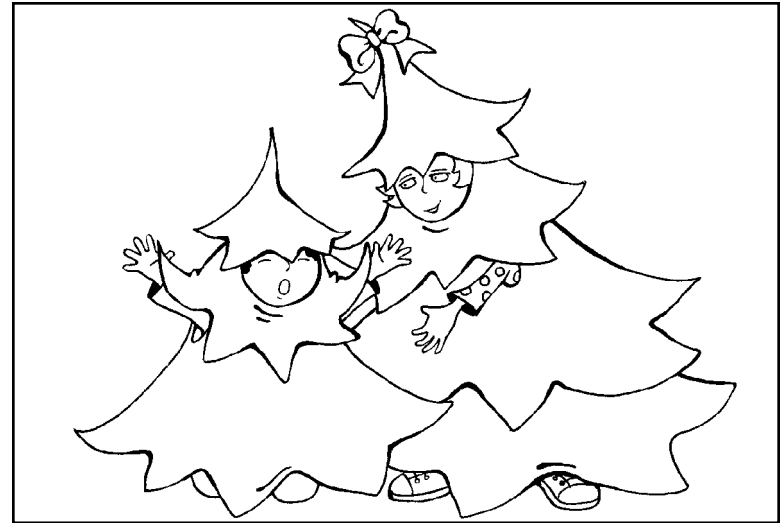
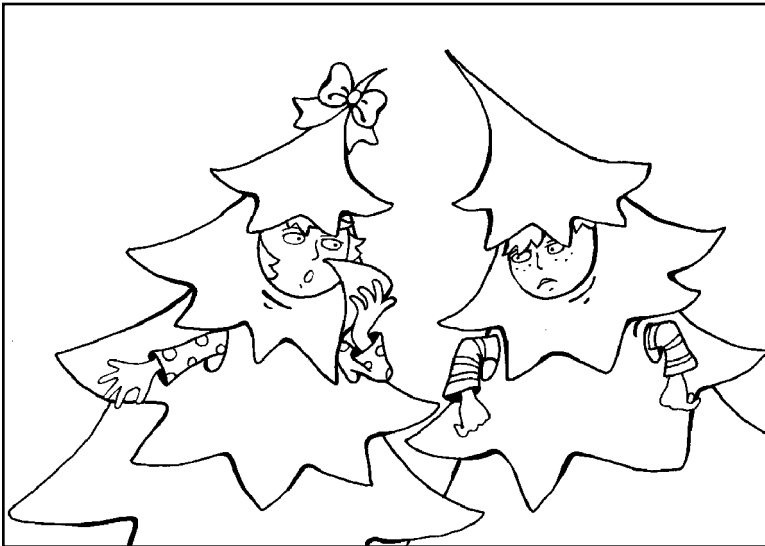
It could be . . . presto loggers.

MOMMA PINE:

Presto loggers who will . . .

POPPA PINE:

. . . grind us into sawdust and make presto  
logs out of us!



NARRATOR:

The shouting wakes up Baby Pine.

BABY PINE:

What's going on? How come you're yelling?

MOMMA PINE:

We're not yelling, dear. Now suck some  
nutrients from your roots, collect a little  
sunshine on your leaves, and make some food  
while you go back to sleep.

BABY PINE:

Oh, Mom! I don't want to go back to sleep.  
Today you promised me you'd teach me how  
to make the wind sing through my branches.

POPPA PINE:

Look, Baby, we've got some grown-up tree things to discuss. It would just be better if you were asleep, that's all.

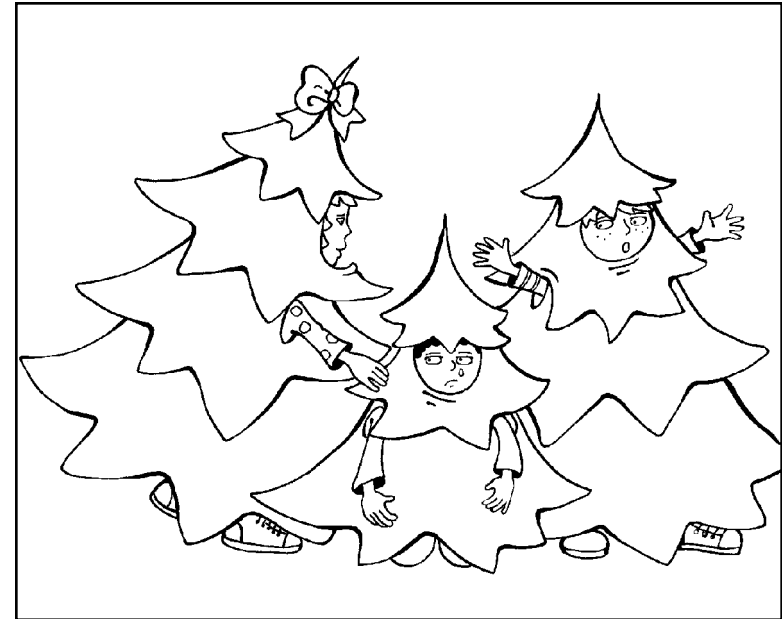
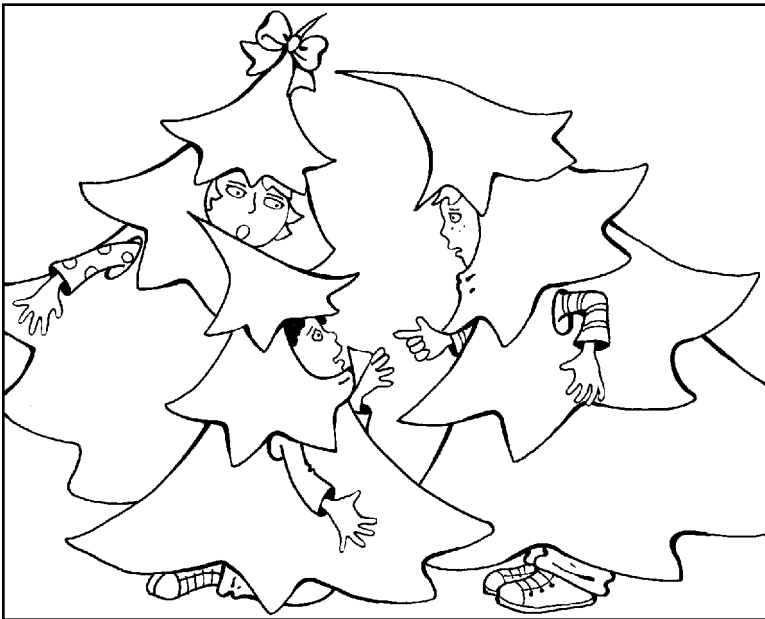
BABY PINE

I just won't listen. Ninner, ninner, ninner. I can't hear you.

MOMMA PINE:

Stop it!

NARRATOR: Baby Pine's lower lip begins to tremble. It presses its branches to its eyes.



POPPA PINE:

Oh, don't cry. I just can't handle crying! Windstorms. Snowstorms. Anything but crying.

MOMMA PINE:

It's okay, little seedling. It's okay. Momma's sorry!

NARRATOR: Sobbing, Baby Pine slowly sinks, branches leaning to the ground as it falls asleep, exhausted from crying.

POPPA PINE:

Is it asleep?

MOMMA PINE:

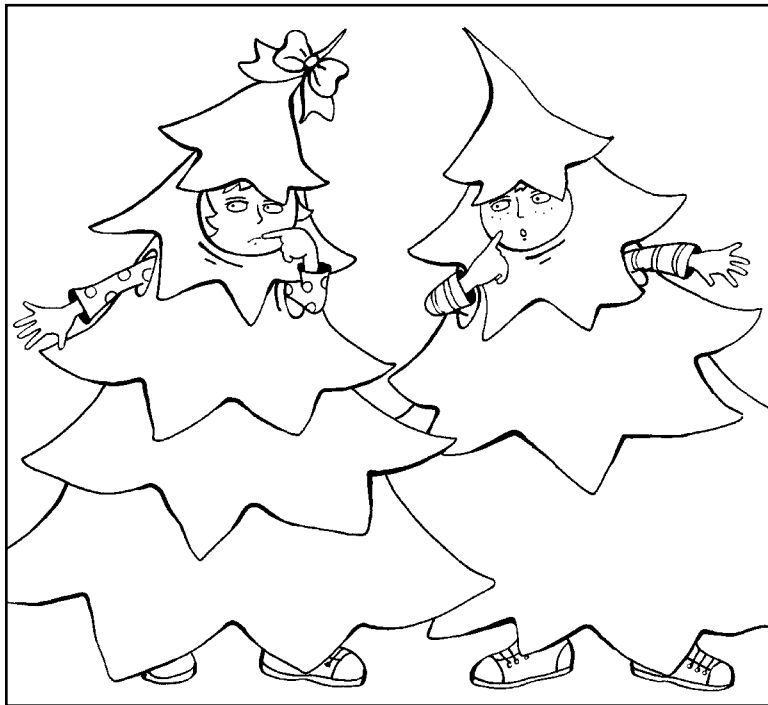
Yes, finally. I don't know if I want any more saplings. Having pinecones is one thing, but maintaining a nursery of seedlings is exhausting.

POPPA PINE:

Shhh! Something's coming.

NARRATOR:

Both older pines freeze in place, silently. The Logger returns, carrying his ax.

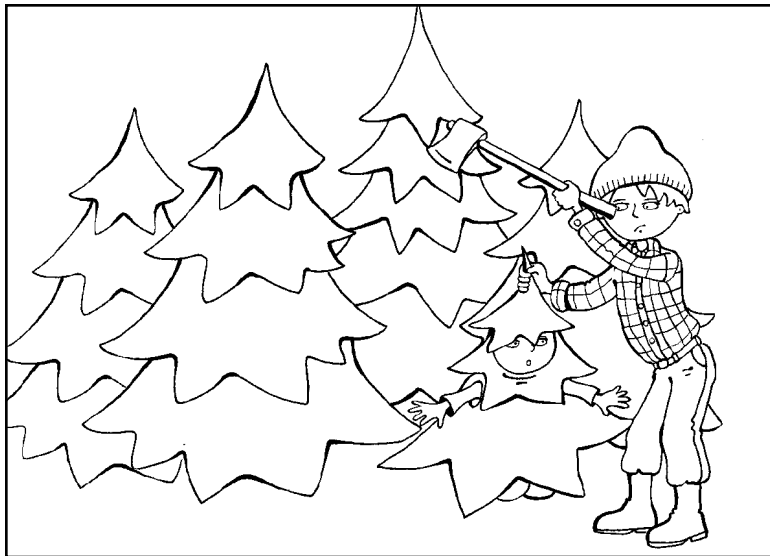


NARRATOR:

The Logger walks up to the trees and leans the ax against his leg. He spits on his palms and rubs them together. He grips the ax and looks at the trees.

He decides that the biggest tree is the one he wants and tries to swing his ax, but the little tree is in the way. He tries to work around it, but no matter how he stands, he cannot swing the ax. He becomes increasingly frustrated.





LOGGER:  
Stupid shrub!

NARRATOR:  
He grabs Baby Pine. Holding it up by its top,  
he lifts his ax to chop the little tree down.

POPPA PINE:  
Hey, there! I wouldn't do that, if I were you.

LOGGER:  
Who said that?

NARRATOR:  
There is nothing but the sound of wind. Again  
he starts to swing the ax.



MOMMA PINE:  
You do that and I'll fall on you so hard  
they will never find you.

LOGGER:  
What is going on? Who said that?

NARRATOR: The two adult trees bring their  
branches together, forming an impenetrable  
barrier that shields Baby Pine from the  
Logger's ax.

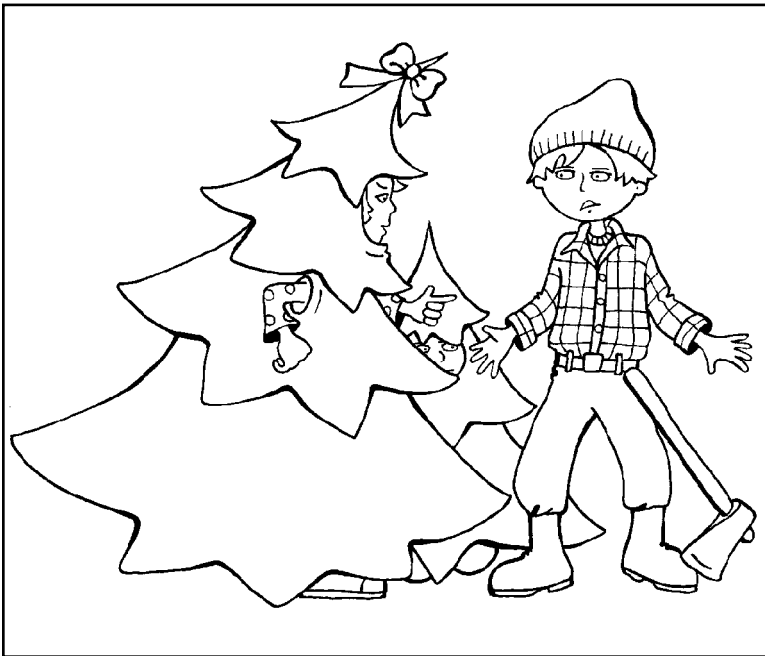
MOMMA PINE AND POPPA PINE:  
We did!

LOGGER:  
Trees don't talk.

POPPA PINE:  
Not unless we've got something to say.

MOMMA PINE:  
And now we've got something to say.  
Leave Baby Pine alone!

LOGGER:  
I'm sorry. I didn't think. I just needed some  
room.



MOMMA PINE:  
Isn't that always the case? Loggers always  
need a little room, so they chop down tiny,  
defenseless trees.

LOGGER:  
That's not true!

MOMMA PINE:  
I am so angry I could just smack you.

POPPA PINE:  
Look, we know why you're here, you, you  
. . . presto logger!

LOGGER:

I am not a presto logger. Where did you get that idea?

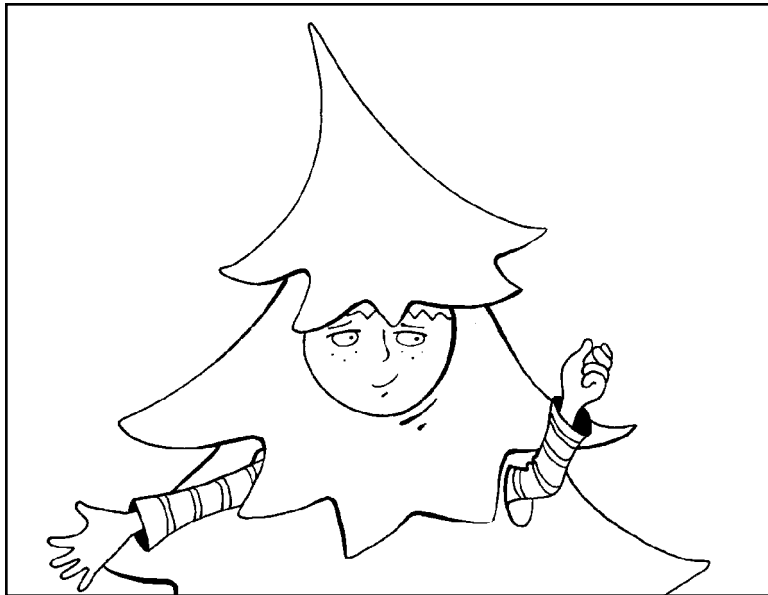
MOMMA PINE:

Well, uh, we thought because all the trees . . .

POPPA PINE:

You know, the forest is gone almost overnight, and we just thought that, you know, uh, just like that, presto! Presto log.

We don't want to be ground up into presto logs. We won't go!



LOGGER:

Well, I'm not going to take you if you don't want to go. But I always thought that you guys wanted to be Christmas trees. I guess I was wrong.

POPPA PINE:

Hey, hey, no rush here. I mean heh, heh! Christmas trees, you say?

NARRATOR: Momma Pine primps her upper branches with her boughs.

MOMMA PINE:

You mean Christmas trees, as in lights and tinsel and garland?



LOGGER:

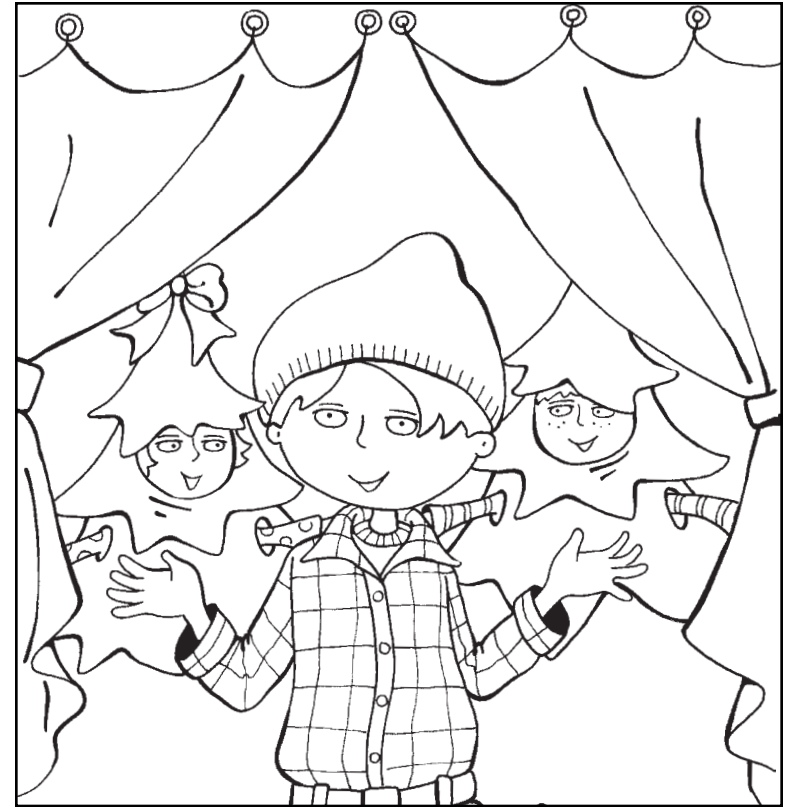
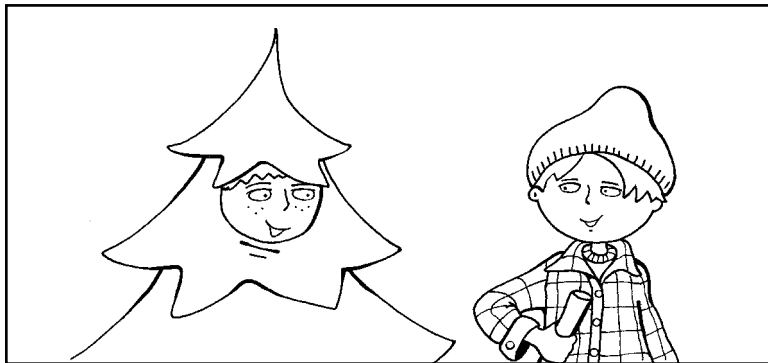
Yeah. But if you guys don't want to go,  
I'll just be on my way.

MOMMA PINE:

No! No! Of course we're . . . we're flattered  
and all. This is the biggest of big for a tree.  
But what about Baby? We can't leave Baby.

LOGGER:

Look, I'm sorry about that. I wasn't thinking.  
The little Pine will be cared for and fed and  
watered. We'll let it sleep through the winter.  
Come spring, I'll be with it most every day.  
Baby's pinecones will grow an entire new  
forest full of castaway pines around here.  
And I promise you, a few years from now,  
Baby will be a Christmas tree, too.



BABY PINE:

Hey, what's going on?

NARRATOR:

In response, the two older pines lock branches  
and begin to sing "Oh, Christmas Tree."

LOGGER:

May you all find the best in this, the season of  
snow. Happy holidays.

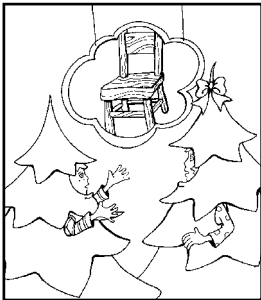
Name \_\_\_\_\_

**INSTRUCTIONS:** What do you think the author's main purpose for writing this story was? Use the chart to make comments about each purpose and why you think each was or was not the author's main purpose for writing.

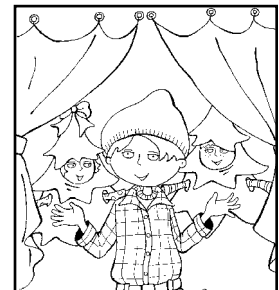
Persuade?



Inform?



Entertain?



Name \_\_\_\_\_

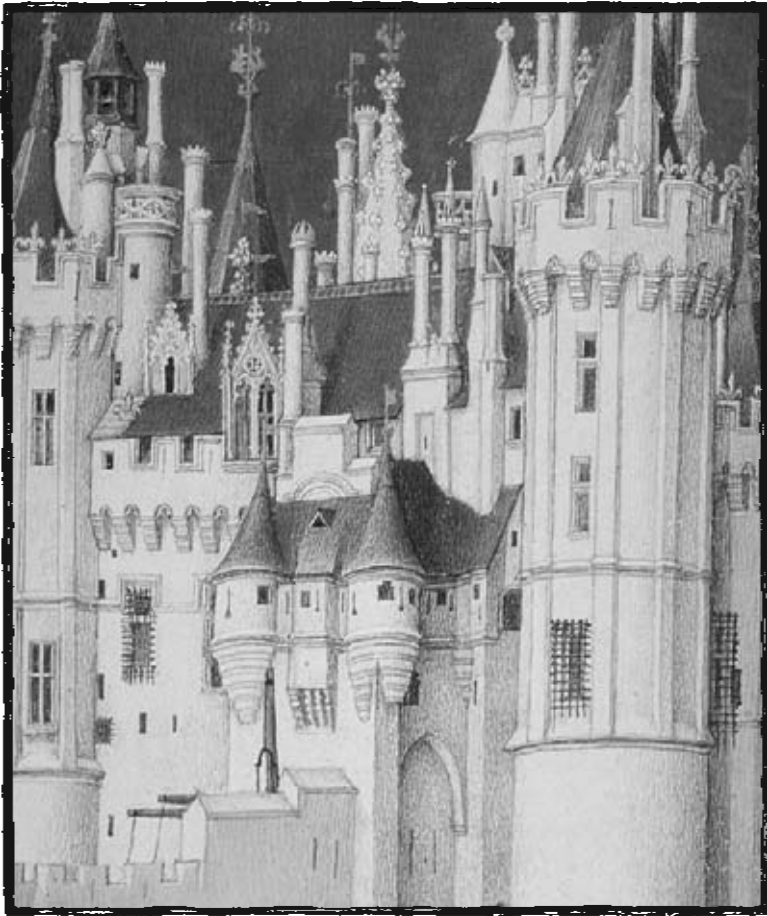
**INSTRUCTIONS:** Write the following phrases as complete sentences.

| Word or phrase                          | Complete sentence |
|-----------------------------------------|-------------------|
| Still looking at the baby               |                   |
| Brings a bough to her mouth and gasps   |                   |
| Looks around nearsightedly              |                   |
| Raising a bough to his lips             |                   |
| Looks back over his shoulder            |                   |
| As she smoothes her branches and primps |                   |
| Bough to mouth                          |                   |
| Regaining her composure                 |                   |
| whining                                 |                   |
| groans                                  |                   |
| Thin limb to lips                       |                   |
| With boughs on trunk, glaring           |                   |

# Castles

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,515*



  
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# Castles



Written and  
Illustrated by  
Paula Schricker

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# Castles

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| Reading Recovery  | 21 |
| DRA               | 30 |

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A typical castle

## What Is a Castle?

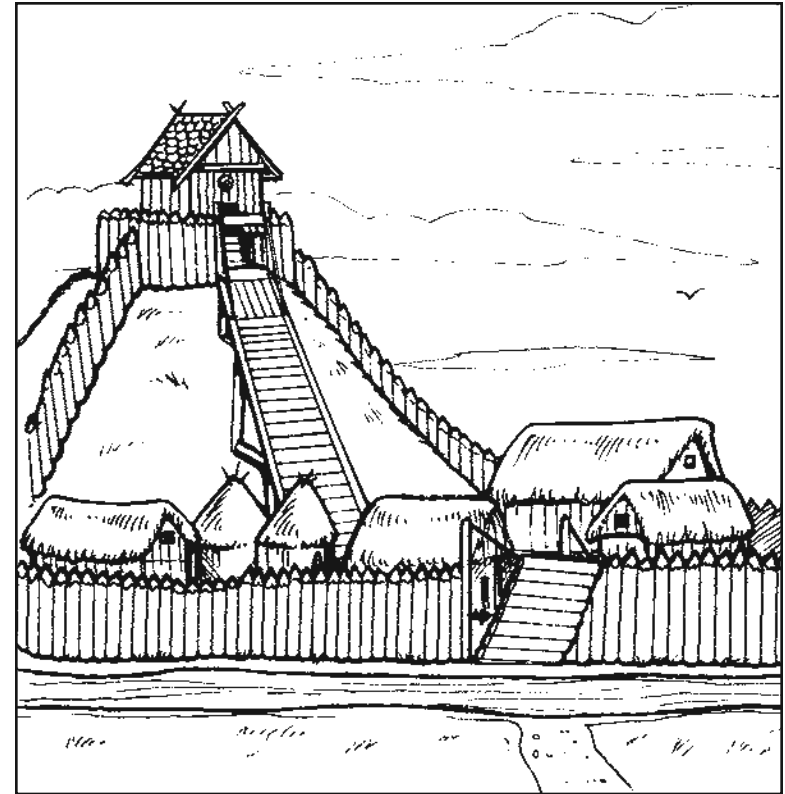
During the Middle Ages, many great castles were built across Europe. The castles were made to protect people from their enemies. They had thick, tall walls and watchtowers where guards stood watch over the castle.

The people who lived in the castles were the nobility, or **nobles**. However, they were not the only people living in the castles. The people who served and protected the nobility also lived within the castle walls. The nobles not only owned and lived in the castle, they also owned much of the land stretching beyond the castle. They were loyal to the king. Their loyalty helped the king control even more land.

Living outside the castle was another class of people called **commoners**. They were the craftsmen and farmers who lived in small towns and villages and on farms not far from the castle. The commoners were loyal to the nobles. They paid taxes, which allowed the nobles to live privileged lives.



Peasants farm the land around the lord's castle.



A mott and bailey castle

### The First Castles

The first type of castle was called a **mott and bailey**. The mott was a high mound of dirt with a wooden tower built upon it. A wooden fence, called a **palisade**, was built out from the mott. The palisade formed a wall surrounding the bailey, or the yard that held the kitchen, hall, stables, and other buildings belonging to the noble.



Later, castles had stone motts or towers. Many of these castles also featured **moats**. Moats were ditches, often filled with water, that surrounded the castle. As time passed, castles were built with bigger towers and walls. They became larger, with more rooms and passages. They came to look more and more like the large castles we see today. These castles were well built and have withstood the test of time.

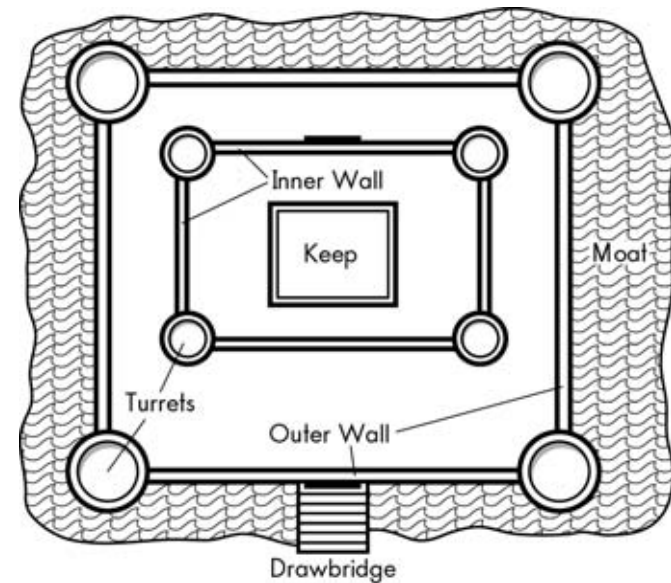


Castle showing moat and stone towers

## Outside the Castle

Newly built castles were painted with a mixture of lime and water. This mixture gave the castle walls a fresh, clean coat of white. For this reason, the mixture was called whitewash.

Every castle's design was different. Still, they had many of the same features. Most had towers or **turrets**, and many castles had an inner and an outer wall. Many also had a very strong building in the center of the castle. This building was called a **keep**.



Bird's eye diagram of typical castle





Curtain wall and turret of the outer bailey. The keep is also visible.

Many castles were built in places that made them easier to defend. Many were built in the middle of lakes or on jagged hilltops and cliffs. This made it hard for attackers to reach the castle.

The walls were often more than 3 meters (10 ft.) thick. The walls were topped with **crenelations**, or notches, that gave them a sawtooth look. This design protected archers from enemy arrows. It also made it more difficult to climb over the walls. The primary entrance was through the main gate. But often there were smaller gates around the castle's walls. These smaller gates were used for extra traffic or for deliveries to the kitchens.



Windows in a Spanish castle

Castles had many windows to let light in. This meant that fewer candles and torches would be needed to light the rooms and halls. Windows near the ground were extremely narrow so that attackers could not climb through them. Since windows high above the ground were difficult to reach, they could be bigger. Most of these larger windows had shutters to keep out bad weather and often had bars to keep invaders out.

The roofs and floors were made of hard wood. Many castles had cellars that were used to store food and wine. After the Middle Ages, dungeons were built in castle cellars. These dungeons were used to house prisoners.

## Inside the Castle

Castles weren't just designed to be defended. They were also designed to make life comfortable for the nobles. One of the most important places in a castle was the Great Hall. It was where meals, entertainment, and feasts were held. It was also where everyone gathered to talk or hold meetings.

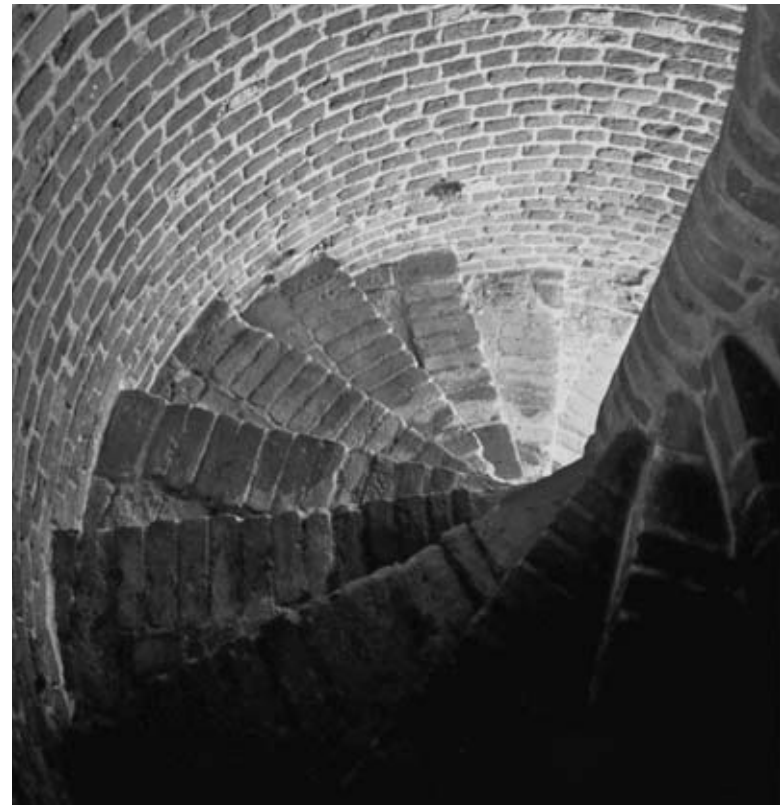
The kitchens were separated from the Great Hall by long passageways. Some kitchens were outside in another building to avoid the risk of the castles' wooden roofs catching fire.

This meant that food for medieval feasts would arrive at the tables cold or wet with rain!

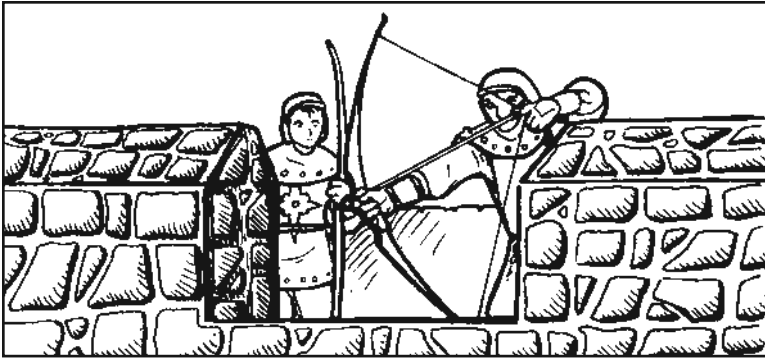


The Great Hall of Allington Castle in England

A castle had enough rooms to house the noble and his extended family. Visitors probably slept on straw mattresses in the Great Hall after the tables had been cleared away. Most castles had spiral staircases. They wound upward in a clockwise direction. They were built this way to slow down invaders by making it difficult to fight in the stairwells.



Spiral staircase in a castle

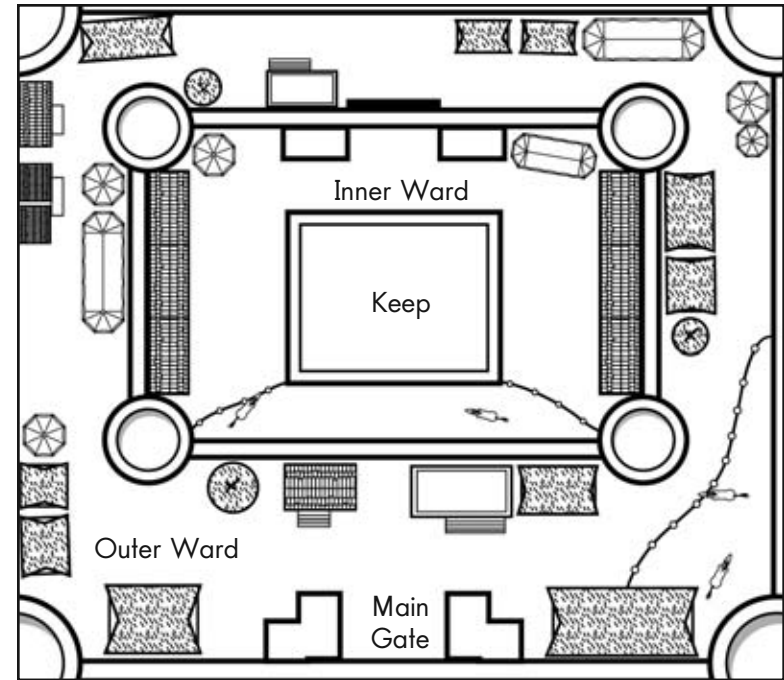


Archers could stand behind the crenelations for protection.

### Built for Defense

One of the most important things to consider in castle design was defense. A castle usually had two surrounding walls. The inner wall was taller than the outer one. Archers standing on the inner wall could fire their arrows over the defenders on the shorter wall. It also made it easier for those on the taller wall to defend against attackers who had reached the lower outer wall.

The two sets of gates on these walls often opened at opposite ends of the castle. This forced invaders to circle around the inside of the outer wall to find the other gate. While looking for the second gate, invaders could be hit by the castle guards' arrows.



Between the castle walls were the outer and inner wards. The outer ward was filled with shops and houses. The inner ward was where the food and weapons were stored, the knights stayed, and water wells were dug.

In the center of the castle was a separate building called the keep. It was here that the nobility lived. It was the safest part of the castle and the hardest to enter. It was designed so that if the rest of the castle were captured, the nobles could still be defended.

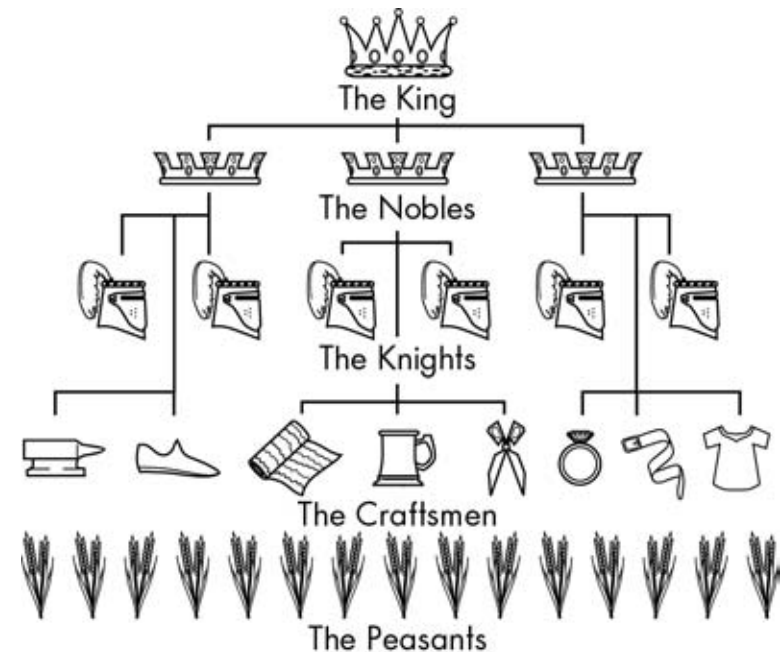
## People In and Around the Castle

During the Middle Ages, life revolved around the church. People believed that God gave the kings and nobles the power to rule. The church had at least as much power as the king. It represented the authority that gave the king his right to rule.



Interior of the Chapel of St. John

The king and church had great power. They ruled everyone in the kingdom. Under the king and queen were several other classes of people. The highest class was the nobles. They paid the king a tax for the privilege to control land in his kingdom. The knights also ranked high in the kingdom. Below the knights were the merchants and artisans. And below them were the more common people such as blacksmiths and shoemakers. All of these people paid taxes to the nobles. They were allowed to hold land.





Peasants used very simple tools for farming the land.

The lowest class was the **peasants**. They had to remain on the land where they were born. Peasants did not own land. These farmers had to give much of what they produced to the king and the landowner.

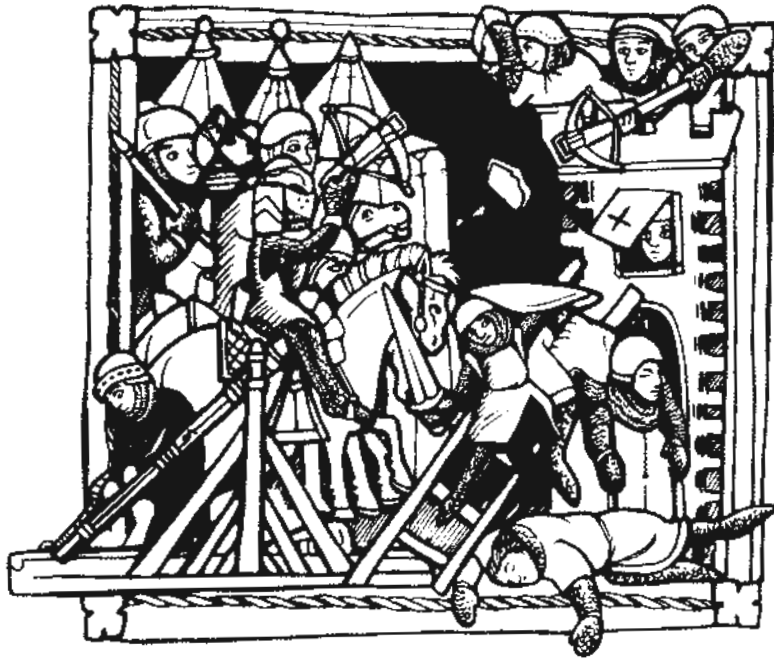


This painting of a siege shows a catapult and a trebuchet.

### Castles and War

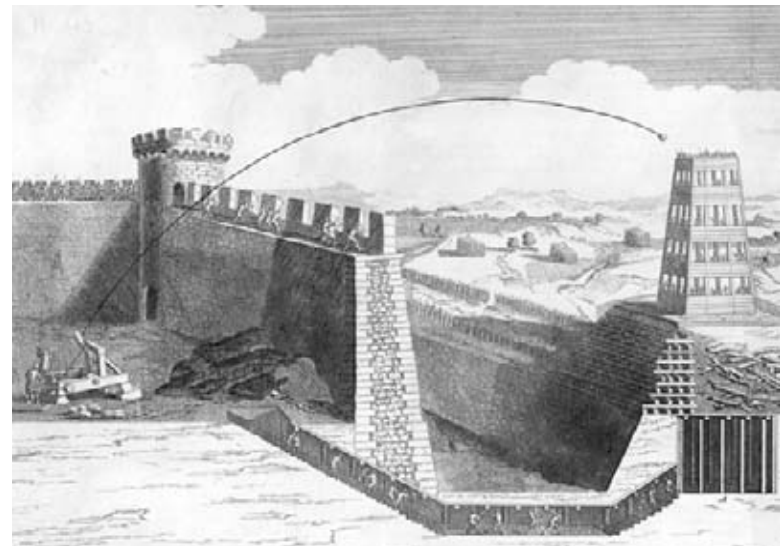
Castles were the targets of many long-running wars. Sometimes, walls were built around entire towns. The peasants would defend this town wall for as long as they could. If the town wall were overrun, then knights would defend the outer wall of the castle. If that fell, then the inner wall was defended. And lastly, the center building, or keep, that housed the nobles was defended.

Defending the castle was not easy. Enemies used many weapons to try to take over a castle. They used large **battering rams** to hammer away at the castle's walls and gates. They used weapons called **catapults** to hurl rocks, debris, and even dead animals or people over the walls. Giant slingshot-like weapons called **trebuchets** were also used to hurl objects over the walls. And to discourage the castle defenders from rushing out of the castle to attack them, the attackers used giant crossbows mounted on carts.



Art showing attack on castle

Many methods were used to keep attackers from entering a castle. Holes were cut into the floors of arches above the castle entrance. Defenders poured burning sand or tar on anyone trying to batter down the gates. Newer castles replaced arrow slits with keyhole-shaped windows where cannons could be placed.



Defenders use a catapult to repel an army that is using a siege tower. Meanwhile, soldiers tunnel underneath the moat and break into the castle.



**Moats made castles harder to attack.**

The moat, often filled with water, surrounded the castle. It was difficult to tunnel under a moat, and attackers could not wade across the deep water. There is a myth that crocodiles were placed in the moats. Some moats did have eels and other kinds of fish in them for food, but there were no crocodiles.



**A siege tower being used to attack a castle.**

Enemies also dug under castle walls to make them collapse. Sometimes they moved large wooden towers against a wall. They then used the towers to climb onto and over the walls. Attackers were known to use portable bridges, or barges, to cross the moat and attack a castle. But often it was not possible to break into a well-built and well-defended castle. So the attackers would simply wait for the castle's residents to run out of food or water.



**Ruins of a castle in Scotland**

Around the 1600s, castles became less and less popular. They were no longer easy to defend because of the use of heavy cannons in warfare. The nobles also wanted more comfortable and open places to live. Still, many castles stand today as a reminder of an age gone by.

## **Glossary**

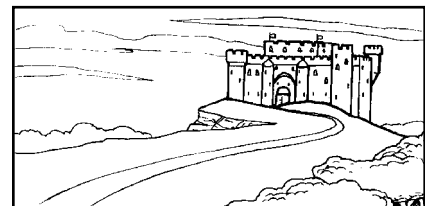
|                        |                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>battering ram</b>   | a reinforced log with a metal head used to break down a castle's gates (p. 19)                                        |
| <b>catapult</b>        | a weapon used to hurl objects over castle walls (p. 19)                                                               |
| <b>commoner</b>        | a person without noble rank (p. 5)                                                                                    |
| <b>crenelations</b>    | the squared-off "teeth" on the upper portion of a medieval castle wall, designed to protect the defenders (p. 9)      |
| <b>keep</b>            | the central tower or building in a castle (p. 8)                                                                      |
| <b>moat</b>            | a deep, wide ditch around a castle, often filled with water (p. 7)                                                    |
| <b>mott and bailey</b> | early castle made up of a large, fenced-in area (bailey) surrounding a tall hill (mott) that often had a tower (p. 6) |
| <b>noble</b>           | a person of the ruling class, below the king (p. 4)                                                                   |
| <b>palisade</b>        | a spiked wooden wall built around the bailey of a castle (p. 6)                                                       |
| <b>peasants</b>        | the lowest class of people in a kingdom (p. 17)                                                                       |
| <b>trebuchet</b>       | a large slingshot-like weapon used to throw rocks or other objects during a siege (p. 19)                             |
| <b>turrets</b>         | castle towers (p. 8)                                                                                                  |



# Reading a-z

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small, square black-and-white line drawing. It depicts a medieval-style castle or fortress with multiple towers and battlements, perched atop a rocky cliff. A dirt path or road winds from the foreground up towards the entrance of the castle. The background of the drawing shows some distant hills or mountains under a simple sky.

**SKILL: COMPREHENSION**



Name \_\_\_\_\_

**INSTRUCTIONS:** Rewrite the paragraph using proper punctuation and capitals. When you finish, you can check your work on page 15.

during the middle ages life revolved around the church  
people believed that god gave the kings and nobles the power to rule  
the church had at least as much power as the king  
it represented the authority that gave the king his right to rule

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# Sharks

Written by Kira Freed • Illustrations by Cende Hill

**Multi  
level  
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## Sharks

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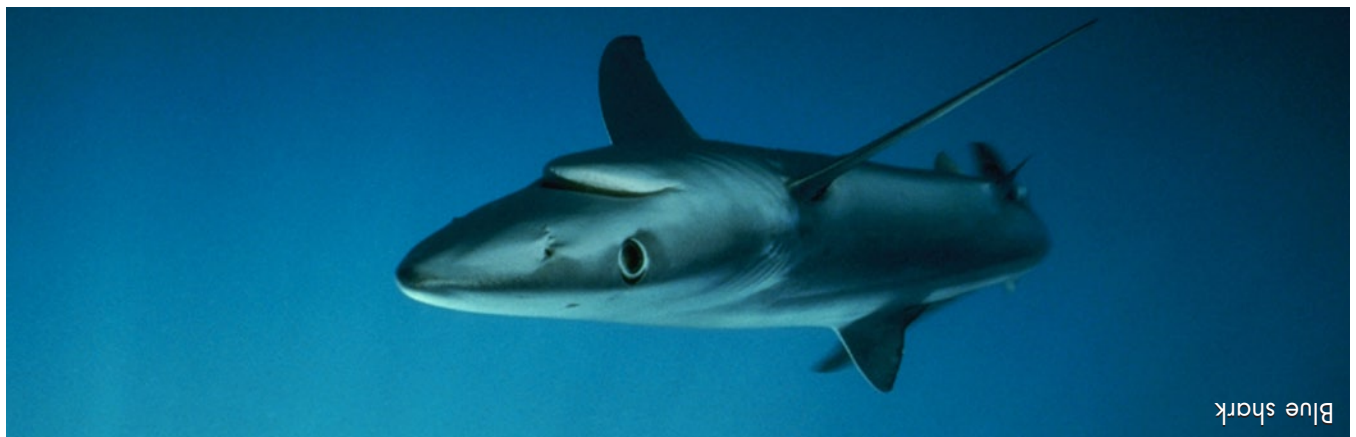
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3

4

Sharks have lived in the world's oceans for more than 350 million years. They were even around before dinosaurs walked on Earth. There are more than 350 kinds of sharks. They can be found from the equator to the poles and from shallow seashores to the deepest waters. Sharks are some of nature's most successful hunters.

## Introduction



Blue shark



Rays such as this southern stingray are close relatives of sharks.



Sharks are fish. But unlike most other fish, sharks have no bones. Shark skeletons are made of **cartilage**, which is the same material that gives human ears their shape. Sharks have rough skin instead of scales. The closest relatives of sharks are skates and rays, which are flat, diamond-shaped fish.

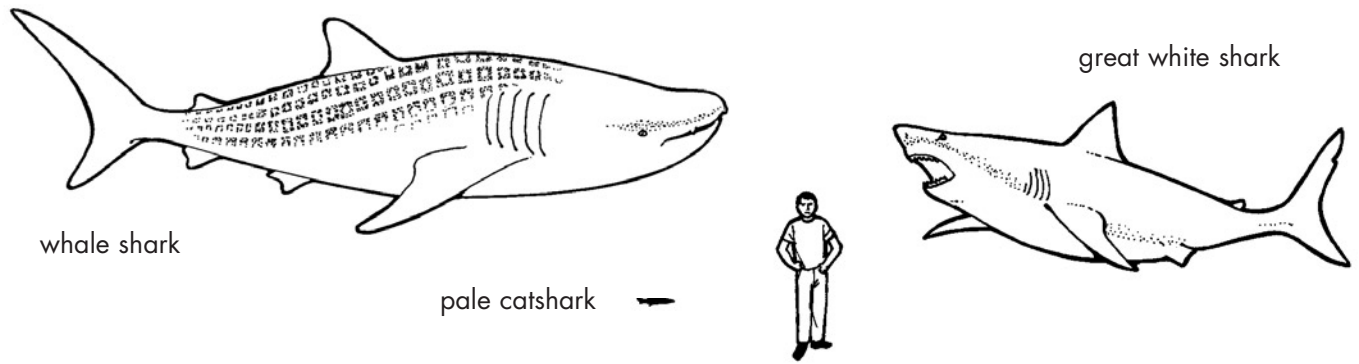
5

6

Sharks have an excellent sense of smell and are able to see well in poor light. They are especially sensitive to the sounds and movements of injured animals. Sharks can even sense the tiny bits of electricity that are produced by all living things. Sharks can sense fish buried under the sand on the ocean floor.



Mako shark



Size variation in sharks and comparison with human

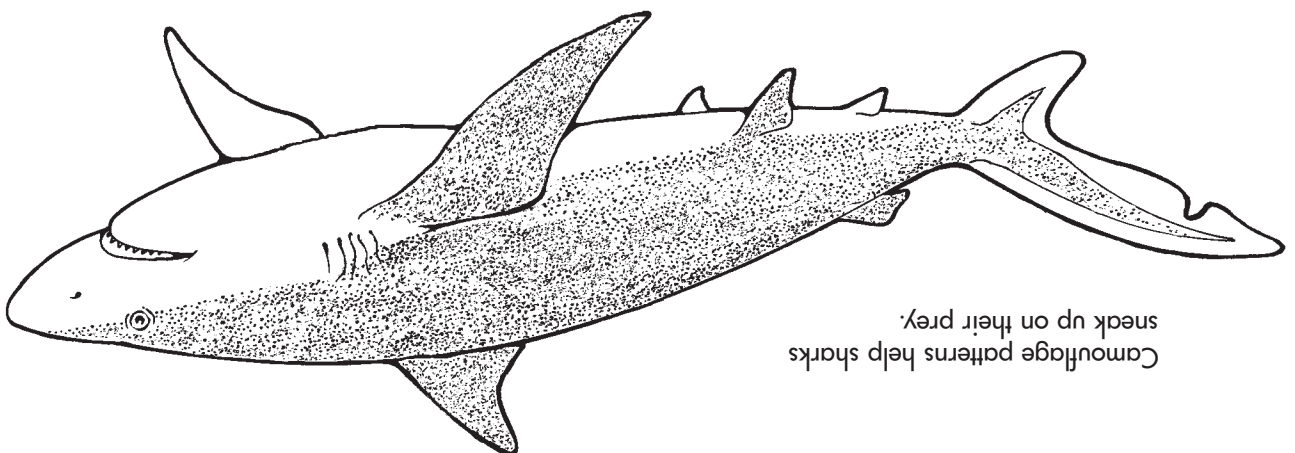
## Physical Description

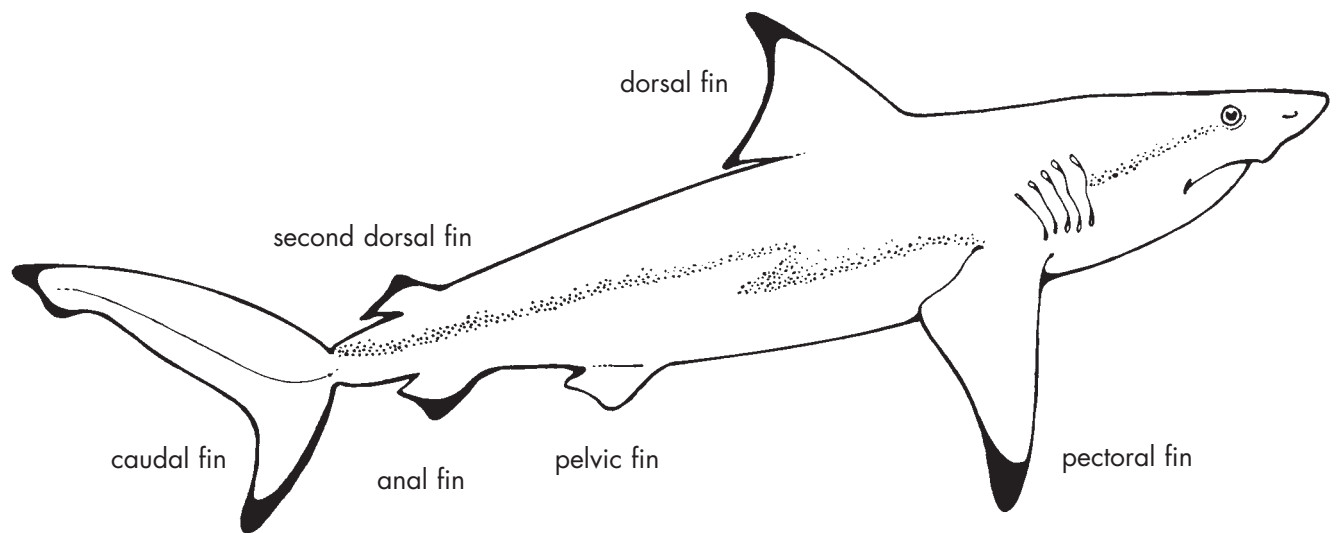
Sharks come in many sizes. Some dogfish sharks are only a few inches long. The whale shark is the largest fish in the world. Most sharks have powerful, streamlined bodies to help them catch their prey.

7

8

Most large sharks have few natural enemies. Many sharks are protected by **camouflage** patterns that help them blend in with their surroundings. They are dark on the top and pale on the bottom. Some sharks, called swell sharks, protect themselves from attack by puffing up their bodies with air or water. This behavior makes them appear larger and helps to keep predators away.





Sharks swim by swinging their tails from side to side. Sharks use their fins to steer, turn, and keep their balance. The **dorsal fin**, which sharks use to keep upright, sometimes sticks out above the water. Catching sight of a shark's dorsal fin is often the first warning people have that a shark is nearby.

9

10

The shape of a shark's teeth depends on the kind of food it eats. Most sharks have many rows of teeth. When one tooth breaks off, another one moves up to take its place. Sharks' teeth break off easily.

## Eating

**Do You Know?**  
A shark may wear out and regrow a thousand teeth during its lifetime.





Great white shark



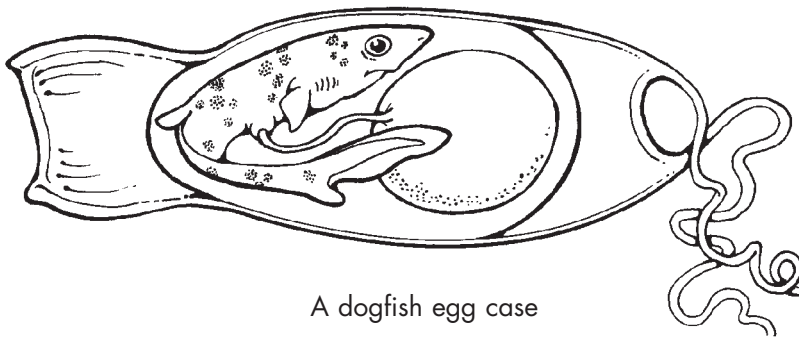
Most sharks are fish eaters. Many of the largest sharks eat sea lions, dolphins, and other sharks. These large sharks have triangular teeth with edges as sharp as knives. The teeth help the shark catch and hold onto its prey. The sharp teeth also help the shark tear its prey into chunks that it can swallow.

11

12

Other sharks, such as cat sharks, eat clams, crabs, and lobsters. These sharks have flat teeth for crushing and grinding shells. The huge whale shark has tiny teeth but doesn't use them when eating. It swallows very small ocean plants and animals, called **plankton**, that float on or near the ocean's surface. It swims with its enormous mouth open. Special filters in its gills catch the plankton and let the water flow through.





A dogfish egg case

## Do You Know?

Unlike humans, baby sharks are not helpless when they are born. They are able to hunt for food right away.

## Reproduction

Most kinds of sharks bear live young. Baby sharks are called pups. Few pups survive to become adult sharks. A few kinds of sharks, including the dogfish, lay eggs that hatch a few months later. Each egg is protected by a leathery egg case. The cases are rectangular, and many have string-shaped ends that attach to seaweed. Some people call shark egg cases “mermaids’ purses.”

13

14

Many people are afraid of sharks, but most sharks do not attack humans. In fact, bees kill more people each year than sharks do. Only a few kinds of sharks are known to attack humans regularly. One of these is the great white shark. Great white sharks usually eat large animals, such as sea lions and other sharks.

## Shark Attacks



**Do You Know?**  
A great white shark can swallow a whole seal in one gulp.

Whitip reef sharks are normally not dangerous to humans.



Nurse shark

Even small sharks may bite if disturbed or surprised. Shark attacks are usually the result of people swimming in shark territory. Sharks also confuse humans with their prey. Many shark attacks involve the shark taking one “test bite” and then swimming away when it realizes that the human is not its prey.

15

16

One of the strangest looking sharks is the hammerhead shark. It has a flat head with large lobes on each side. The eyes and nostrils are positioned on the ends of these lobes. Its strange head shape helps the hammerhead see around and behind it.

## Strange Sharks



Hammerhead shark





## Shark Survival

People hunt sharks for many reasons. Sharkskin is used to make shoes, belts, and wallets. Shark oil is used in many cosmetics. Shark teeth are used for jewelry. Many people eat shark meat. Chefs use shark fins to make a popular soup, and the sharks usually die when their fins are removed.

17

81

Many kinds of sharks are now in danger of **extinction** (being completely wiped out). People often do not protest when sharks are killed because sharks are thought to be mean and dangerous. However, most sharks are not dangerous to humans.





Sharks do not reproduce nearly as quickly as other fish. When they are killed, it takes much longer for their numbers to increase again. Sharks are an important part of the balance of life in the world’s oceans. They have as much right to exist as any other animal.

19

20

|                          |                                                                                  |
|--------------------------|----------------------------------------------------------------------------------|
| <b>plankton</b> (n.)     | tiny plants and animals that live on or near the ocean's surface (p. 12)         |
| <b>extinction</b> (n.)   | the process by which an entire group of animals or plants dies out (p. 18)       |
| <b>dorsal fin</b> (n.)   | a fin on the back of fish and some marine mammals (p. 9)                         |
| <b>cartilage</b> (n.)    | an elastic tissue that makes up the skeletons of sharks, rays, and skates (p. 5) |
| <b>camouflage</b> (adj.) | relating to a pattern that helps something blend in with its surrounding (p. 8)  |

**Glossary**

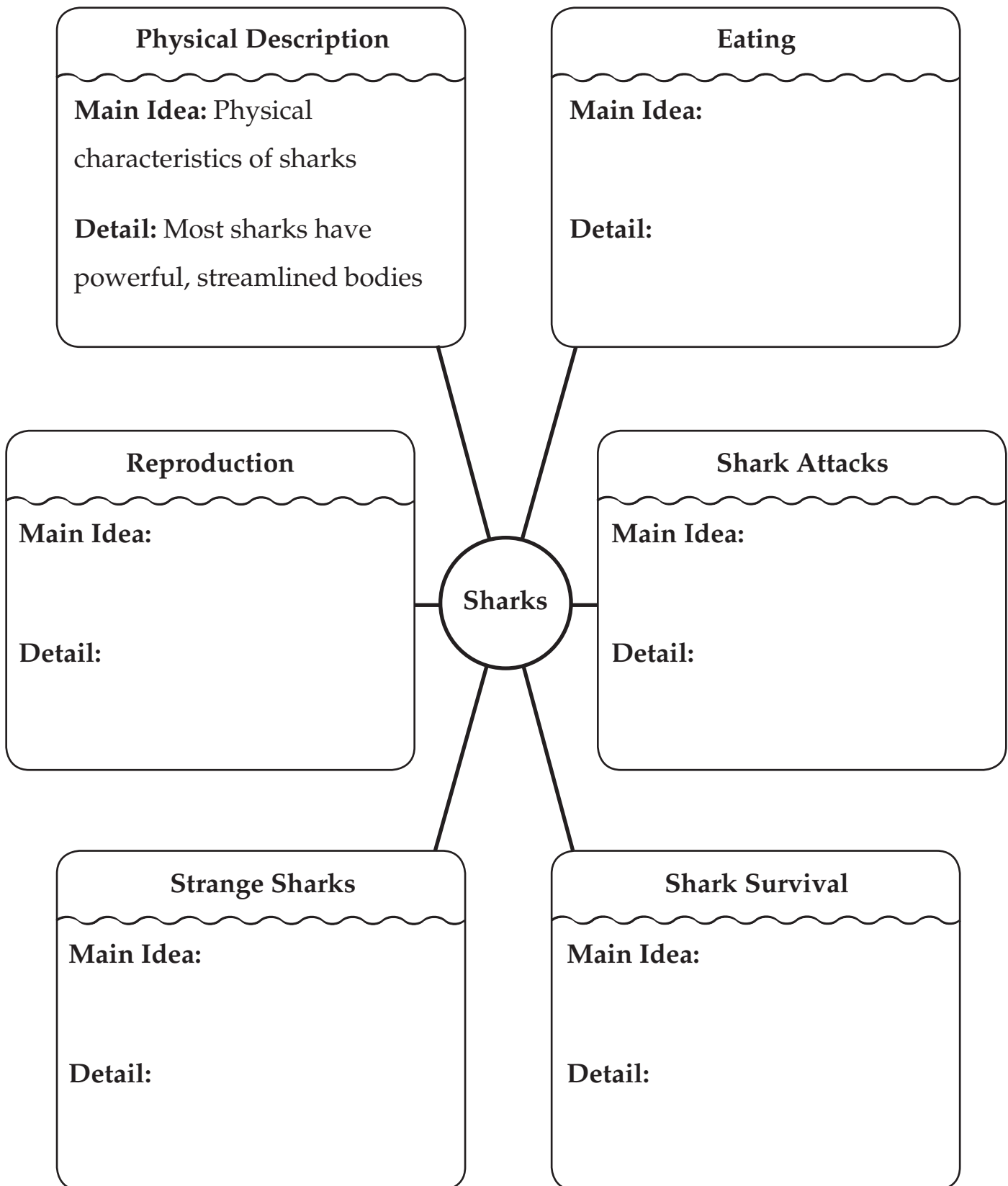
Name \_\_\_\_\_

**Instructions:** In the first section, write what you already know about sharks. In the second section, write what you would like to learn about them. After you finish reading, fill in the third section with information you learned from reading the book and the fourth section with what you still want to know.

|                                     |
|-------------------------------------|
| <b>K: What I Know</b>               |
|                                     |
| <b>W: What I Want to Know</b>       |
|                                     |
| <b>L: What I Learned</b>            |
|                                     |
| <b>S: What I Still Want to Know</b> |
|                                     |

Name \_\_\_\_\_

**Instructions:** Write the main idea in each chapter and list one supporting detail.



Name \_\_\_\_\_

**Instructions:** Make as many compound words as possible from the list below. Be prepared to tell what each compound word means. When you are finished, write three complete sentences using one or more compound word(s) in each sentence.

|       |       |        |       |
|-------|-------|--------|-------|
| under | motor | ground | sun   |
| rain  | rise  | sand   | shine |
| paper | bow   | box    | house |
| boat  | water | light  | coat  |

1.

2.

3.



# Fireworks

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,379*



LEVELED READER • Q

# Fireworks



Written by Elizabeth Austin

# Fireworks



Written by Elizabeth Austin

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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



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## Introduction

The celebration began on a tiny island in the Pacific Ocean. Then, as the Earth turned, midnight arrived in Sydney, Australia. Rings of fire exploded over the city's famous opera house. Firecrackers popped in Hong Kong. Skyrockets flew over Bombay, the Egyptian pyramids, and Moscow. The Eiffel Tower shot bright sparks from its top like foam from a champagne bottle. Mexico City and Chicago were lit red, gold, and green. All around the world, fireworks welcomed the year 2000.

Fireworks combine science and art to create some of the most beautiful displays ever seen. The making and launching of fireworks is called **pyrotechnics** (PIE-ro-TECK-nicks). In most cases, this dangerous craft is still performed by hand. Families pass down secret fireworks-making skills and formulas from generation to generation.



Fireworks at the Statue of Liberty

## History of Fireworks

No one is sure when fireworks first shot into the sky. But we do know that it happened in China over 1,000 years ago. Legend says that a Chinese cook accidentally created **gunpowder** by mixing ingredients in his kitchen.





A Chinese soldier lighting a bamboo tube packed with explosive powder



The Chinese packed this explosive black powder into bamboo or paper tubes. The powder shot fire out of the tubes, much like Roman candles do today. Someone discovered that if a wooden carving was placed on top of the gunpowder, the carving would shoot into the sky. One carving of a dragon even had gunpowder in its mouth. The dragon seemed to spray fire as it flew.

The secret of gunpowder passed to Arabs and then on to Europe. But it was mostly used in weapons to fire cannons and guns. Often, armies shot their cannons to celebrate a victory. Different countries began mixing certain chemicals with the gunpowder to create brighter flashes, louder bangs, and color. The Italians soon became famous for their colorful displays. The Grucci family, now living in the United States, continues the Italian tradition of fireworks mastery.



Ernie Grucci, Felix Grucci, Sr., and Concetta Grucci making a lanced firework set piece of the American flag. The photo was taken in May of 1934 at the Bellport fireworks factory.

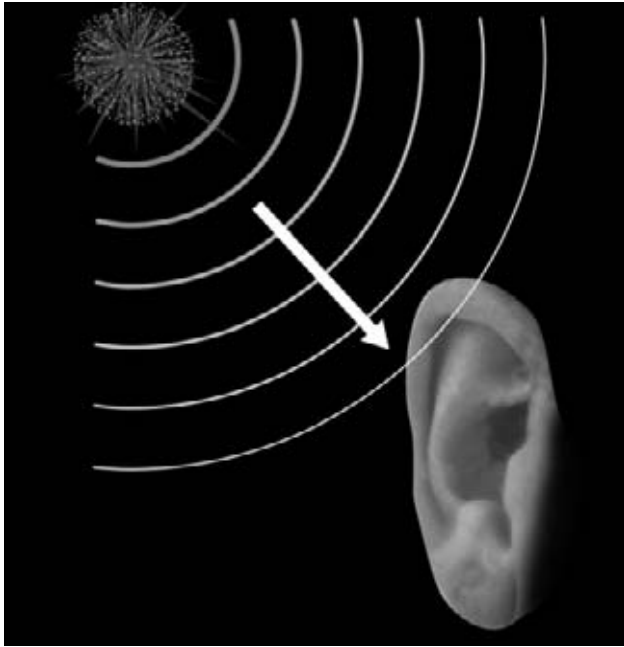


### How Fireworks Are Made

All fireworks start with gunpowder. To create colors, fireworks makers combine special chemicals with the gunpowder. These chemicals burn with different-colored flames. Surprisingly, most of these chemicals are kinds of salt. They may also mix flakes of metal with the gunpowder. When the powder explodes, these flakes become glowing hot, creating a shower of sparks.

Different chemicals burn with different colors. Copper, the metal in pennies, burns blue-green. The same color change happens, only much more slowly, to pennies when they turn green. This is why the Statue of Liberty, which is made of copper, looks green. The chart below lists some other chemicals and the colors they produce.

| Fireworks Chemicals   |                  |
|-----------------------|------------------|
| Chemical              | Effect           |
| Copper salts          | Blue             |
| Strontium salts       | Red              |
| Sodium                | Yellow           |
| Barium nitrate        | Green            |
| Potassium perchlorate | Makes loud booms |

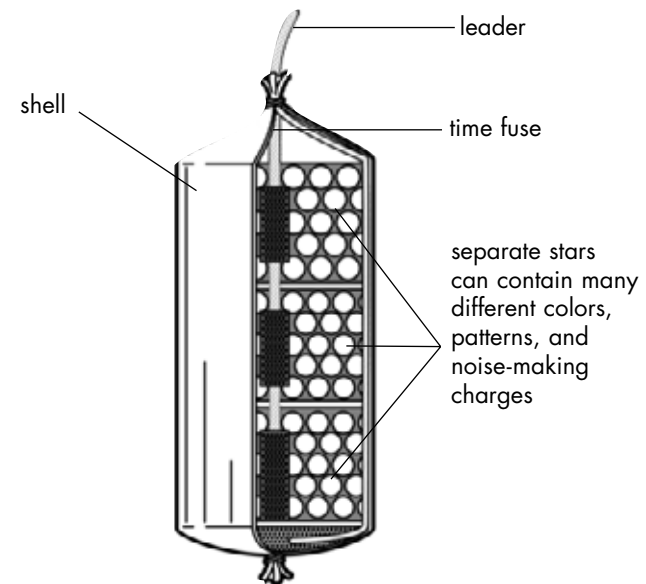


Fireworks cause sound because the intense heat expands the air around the firework. The air is pushed outward in a wave. Your ear picks up this wave as a loud sound. Sometimes your chest and feet can also feel the wave vibrating. This is the same way that lightning creates thunder.

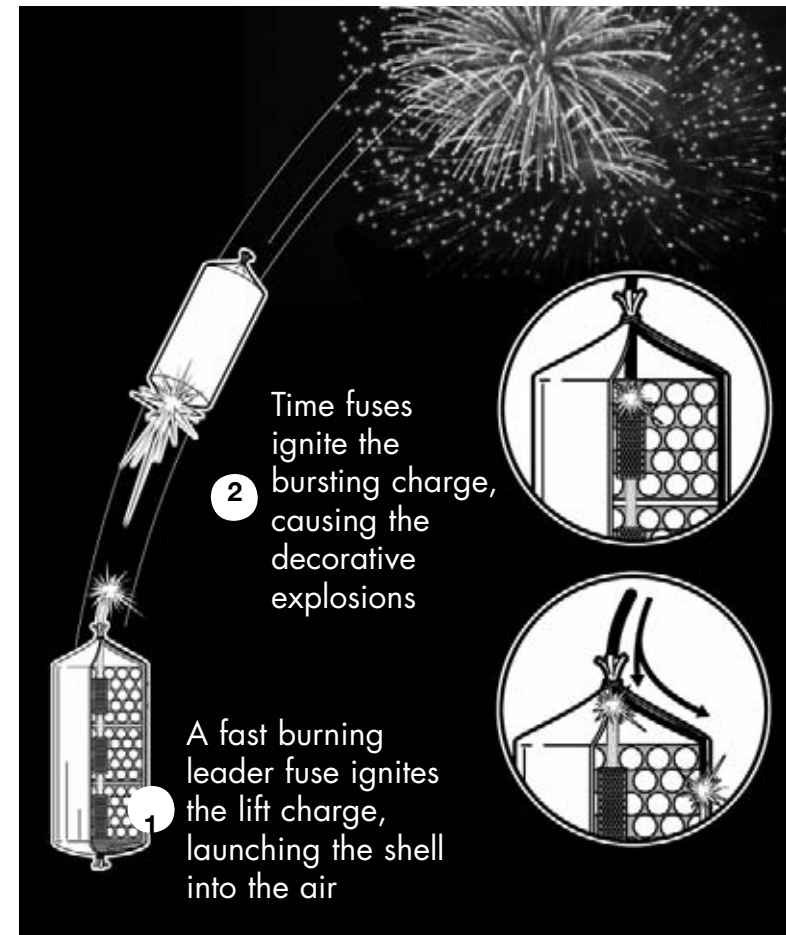
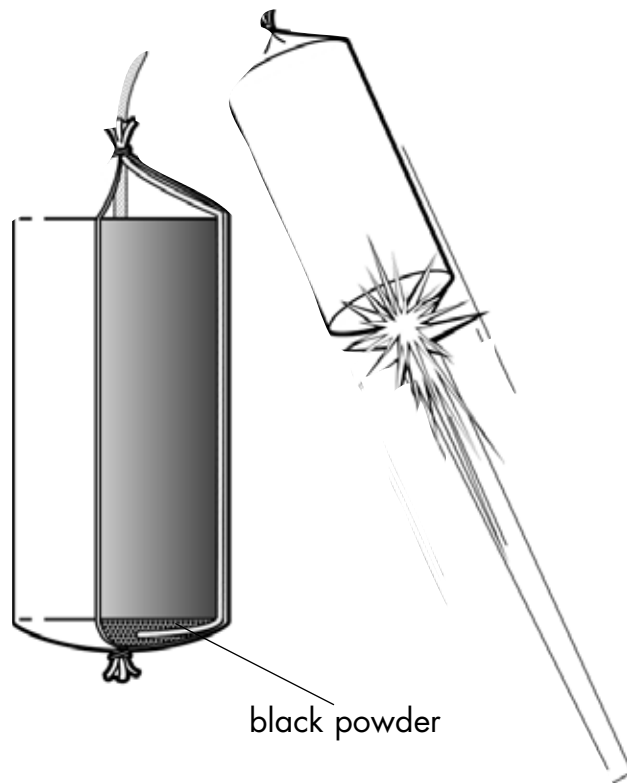
The whistles come from the hot gasses combustion creates. Fireworks makers put tiny paper whistles inside the shells. When the stars combust, the hot gasses “blow” the whistles, creating the sound.

Fireworks makers roll the colored or sparkling gunpowder into small balls called stars. Some stars are a single color, while others are layered with different colors. They pack the stars inside stiff paper shells. Hundreds of stars can fit in one shell.

If the fireworks maker packs the stars in a globe shape, the firework will explode in a globe of fire. If he or she packs it in a star shape, it will explode into a star. If he or she packs it in a smiley-face shape, it will explode into a smiley face.

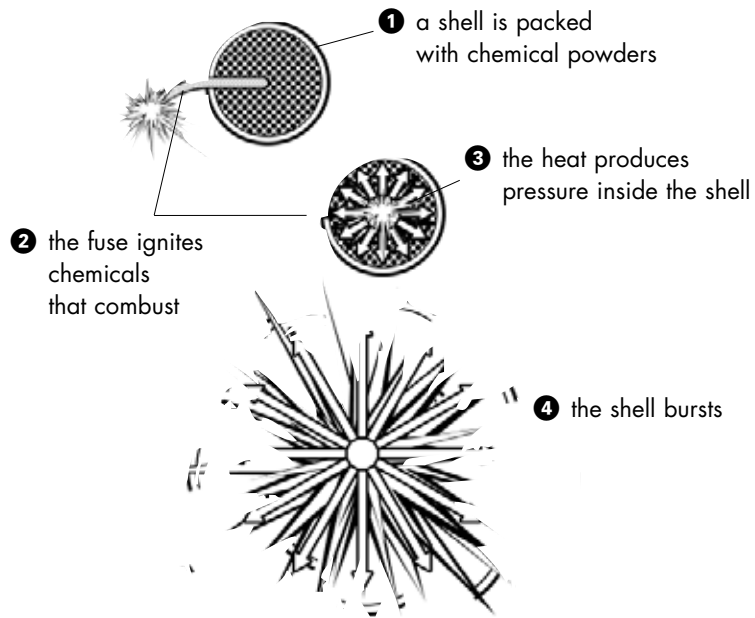


Sometimes each star has its own paper tube. The tubes force the stars to shoot away from the main firework in streaks of light. And sometimes the shell is packed solid with powder that creates a single flash and a huge bang, called a **salute**. At the center of every shape is a ball of gunpowder called a **bursting charge**. The bursting charge explodes like a firecracker. It lights the stars and sends them out into the sky.



The last part of the shell is the **lift charge**. This is a container of powder that will shoot the entire shell high into the sky. Usually, the lift charge is ordinary gunpowder. But sometimes it creates a streak of color as the firework rises.





## Do You Know?

Combustion is the scientific term for burning or exploding. Almost all combustion requires oxygen. A flame under a glass dome will soon go out when it uses up all the oxygen. Gunpowder has oxygen right in it, which makes it extra flammable. Combustion also makes the air around it expand, or grow larger. When gunpowder combusts inside a shell, the air inside the shell expands, forcing the shell to burst open.

Each firework has a special series of fuses that control when the firework explodes. The first fuse, called a **leader**, lights the lift charge, sending the firework flying. The lift charge then lights a **time fuse**. The material of the time fuse burns at a steady rate. The fireworks makers know just how long to cut the fuse so it burns until the shell is at the right height. The time fuse then sets off the bursting charge. Sometimes a shell will have smaller shells inside it. In that case, the bursting charge lights more time fuses. These will set off the smaller

shells once they're the right distance away from the main shell.



Loading shells with black powder

## Creating the Show

It can take up to two days to set up a twenty-minute fireworks show. First, everything must be designed on a diagram. Each shell will be fired in a specific order, and everything must be set up so that each one goes in turn.

Workers begin by building batteries, or wooden racks. If the show is near water, the batteries are put on a boat, safely away from the crowd. Some batteries sit on the sides of buildings, such as the Washington Monument or the Eiffel Tower. Each battery holds a group of metal tubes called **mortars**. Each mortar holds one shell. It shoots the shell the way a cannon shoots a cannonball. All the mortars are numbered according to the diagram.



Final assembly of outer casings

The finished shells are also numbered. When they arrive on the site, they are carefully placed in the correct mortars. Workers connect the shells' leaders, or main fuses, to electrical matches. And each electric match is connected to the firing panel, which is the control panel for the whole show. In the past, the fireworks maker had to push buttons on the panel to get each match to light. He or she had to pay close attention in order to avoid mistakes. Today, most firing panels are computerized.



Preparing 10-inch shell for loading into mortar

Everyone checks the fuse connections, the placement of the shells and mortars, and the firing order. Then they check them again. A mistake could set the fireworks off incorrectly, ruining the show and possibly even injuring people.



Wiring the circuit board



Mortars loaded with shells and wired

On the night of the show, the crew puts on helmets, goggles, and fireproof clothing. This gear protects the workers from falling sparks, ash, and paper. The workers stay close by to make sure nothing goes wrong. But once the switch is flipped, the computer takes over and begins lighting matches. The show explodes in a shower of color and sound.

Computer firing panels have become so precise that fireworks can be set to music. A designer chooses a favorite piece of music. The designer listens to the music over and over, imagining where to put a purple fountain, a golden blast, or flashes and crashes. The firing panel is programmed to light the shells with the music, using the timer on the CD or computer file.



Millennium celebration, Washington, D.C.

## Fireworks Safety

Fireworks explode, and explosions can be deadly. Fireworks injure about 10,000 people every year in the United States alone. Firecrackers can blow off a hand. Sparklers can send a glowing-hot spark of metal into someone's eye. And illegally stored fireworks can cause devastating fires. In addition, fireworks cause smoke and noise, and they often terrify animals. Many states have laws against using fireworks. Those laws exist to protect people. Using, storing, or selling illegal fireworks can lead to arrest, fines, or even jail. It is best to leave fireworks to the trained professionals.



Fireworks explosion, Lima, Peru



An attention-getting way to sell fireworks

If you do watch fireworks, be sure to follow these safety tips:

- Always watch from a safe distance, and never approach the fireworks.
- Never pick up debris from fireworks. It may still contain explosive gunpowder.
- Bring ear protection. Long exposure to loud noises can damage your hearing.
- Never, ever light fireworks yourself. If consumer fireworks are legal in your state, always have an adult light them.
- Have water handy to put out any fires or sparks.

## Glossary

|                        |                                                                            |
|------------------------|----------------------------------------------------------------------------|
| <b>bursting charge</b> | gunpowder that lights the stars and bursts the firework shell (p. 13)      |
| <b>gunpowder</b>       | explosive black powder used in fireworks and weapons (p. 6)                |
| <b>leader</b>          | the fuse that connects the lift charge to an electric match (p. 16)        |
| <b>lift charge</b>     | gunpowder that shoots the firework shell into the sky (p. 14)              |
| <b>mortars</b>         | metal tubes that hold fireworks shells and shoot them into the sky (p. 17) |
| <b>pyrotechnics</b>    | the making and lighting of fireworks and other fire effects (p. 5)         |
| <b>salute</b>          | a single bright flash and loud bang (p. 13)                                |
| <b>time fuse</b>       | the fuse that connects the lift charge to the bursting charge (p. 16)      |

Name \_\_\_\_\_

**INSTRUCTIONS:** Answer the following questions.

1. Why is launching fireworks science as well as art?

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2. Which firework was the trademark of the Grucci family?

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3. How are fireworks made?

First \_\_\_\_\_

Then \_\_\_\_\_

Next \_\_\_\_\_

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4. What is packed into salutes?

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5. How do people ensure that different fireworks go off at different times?

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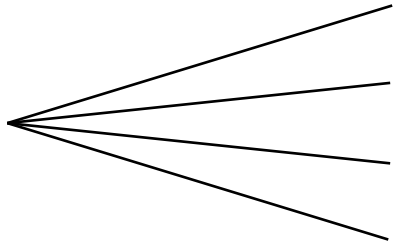
6. What special clothes do people who set off fireworks displays wear?

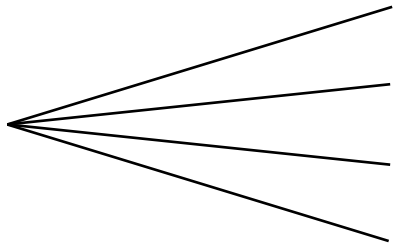
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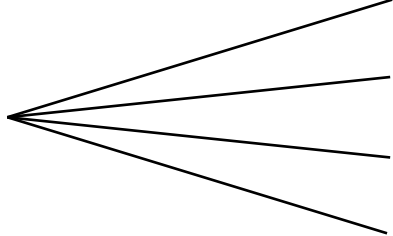
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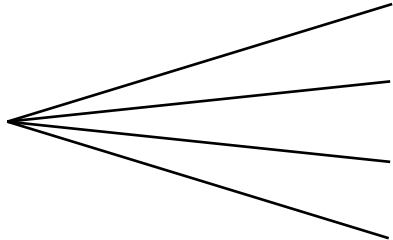
Name \_\_\_\_\_

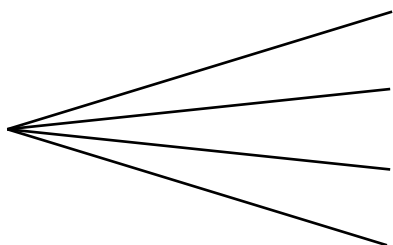
**INSTRUCTIONS:** List words in the same word family. Write n (noun) v (verb) or a (adjective) beside each word.  
The first one is done for you.

celebration  celebrate v  
celebrant n  
celebrity n  
celebratory a

combustion 

explosion 

vibration 

competition 



# Chinzaemon the Silent

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,355*

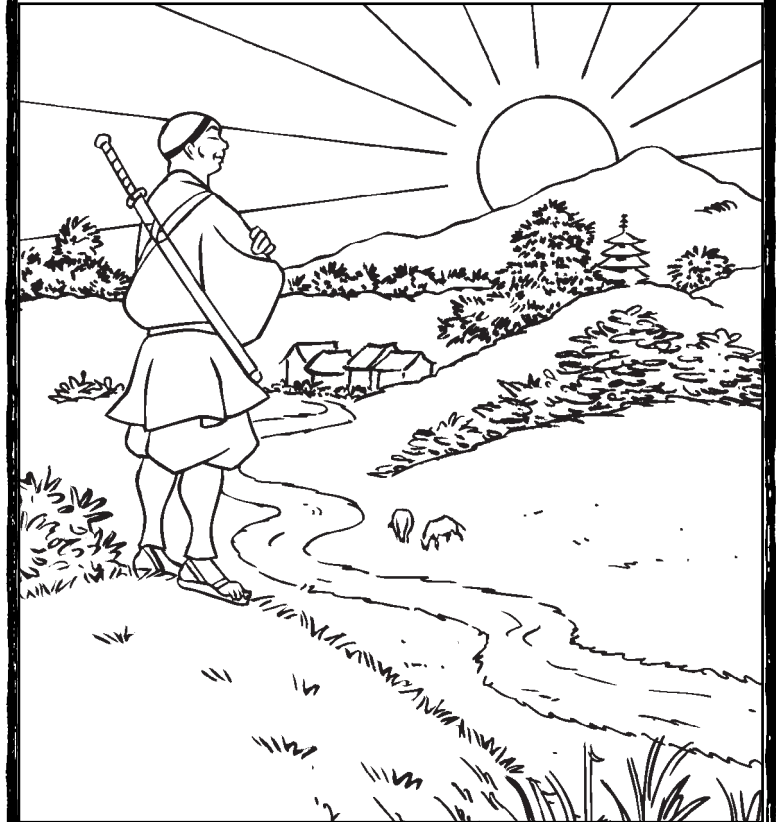


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LEVELED READER • Q

# Chinzaemon the Silent



A Japanese Folktale Retold by William Harryman  
Illustrated by David Cockcroft

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# Chinzaemon the Silent

This story is an expansion and adaptation  
of a Japanese folktale.



A Japanese Folktale  
Retold by William Harryman  
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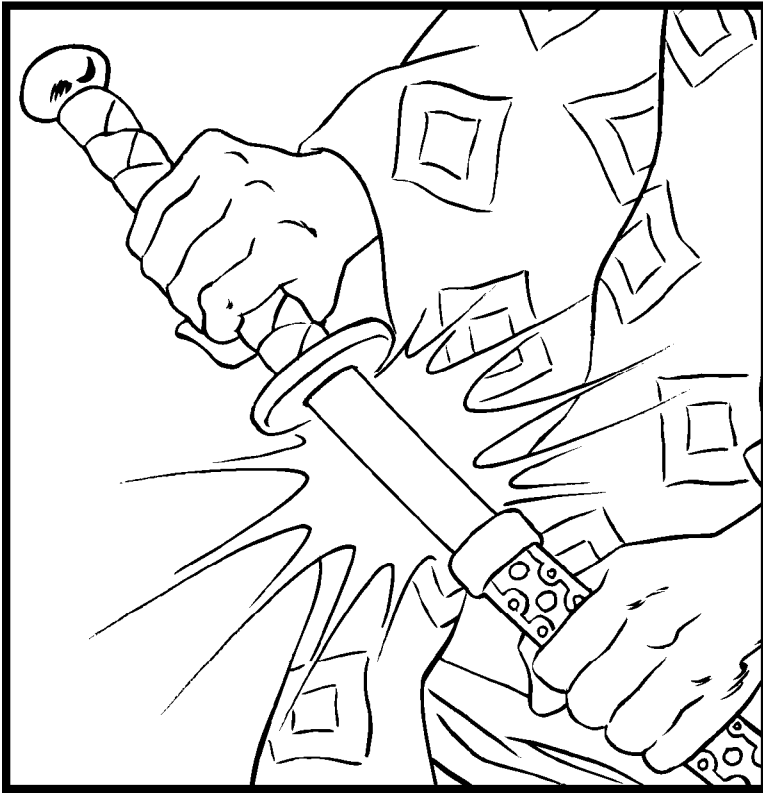
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



A very long time ago, there lived an armorer named Chinzaemon. His swords were very beautiful and perfectly balanced. He was famous throughout the land for the quality of his work. Even more famous than his swords, however, were his scabbards. Swords slipped into them so easily and silently that other armorers began to call him Chinzaemon the Silent.



A very powerful prince heard about Chinzaemon. The prince summoned the armorer to his court. The prince admired the work of the famous silent armorer. He wanted Chinzaemon to make weapons for his soldiers and guards.

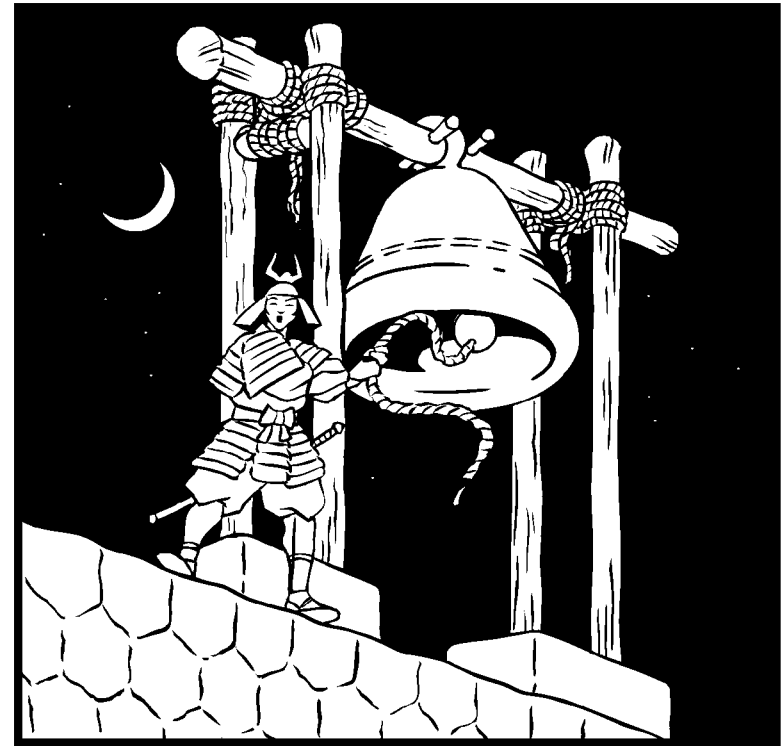
Chinzaemon was not only a skillful armorer. He was also very funny and clever. He enjoyed playing practical jokes on people. He had been a very funny child in school. Even while serving his apprentice time as an armorer, he continued to tell jokes and play pranks on people.

Few people knew that Chinzaemon was such a funny man. He only shared his jokes with people he trusted. So when he made the prince laugh and laugh, for the whole three hours of his visit, Chinzaemon was hired as the prince's new armorer. And no one was more surprised than Chinzaemon. "The prince must be a noble man," he thought to himself. "I will trust him and be very loyal."



One night Chinzaemon decided he would play a joke on the guards. He knew that some of them fell asleep while they were on duty. He thought it would be humorous to catch them sleeping on the job. They would be very embarrassed. So Chinzaemon waited until it was very late in the night and then quietly left his room. He moved silently through the hallways until he was out on the palace grounds.

Chinzaemon sneaked out to the gate where two guards were sleeping. Using very strong glue made from tree sap, he glued their sandals to the ground. He was very quiet so that he did not disturb them. He then did the same thing to four other guards who had fallen asleep.



When Chinzaemon was done gluing the guards' sandals to the ground, he told some other guards about his prank. He then told the head guard and persuaded him to sound the alarm. A very loud bell was rung that signaled an attack. All the guards came running except the six who were stuck to the ground. They were glued into place. They couldn't unlace their sandals quickly enough to avoid getting caught.

When the prince came out of his palace to see what had happened, he was still in his nightclothes. The head guard informed him of Chinzaemon's prank. Chinzaemon was afraid that the prince might be angry. He hadn't meant for his little joke to make the prince get out of bed.



But the prince was not angry. For a minute he stood silent, and then he began to laugh. He laughed so hard that he had to bend over to catch his breath. The other guards laughed as well. They were glad they weren't the ones who had been caught. When the prince finished laughing, he told the guards who had been sleeping that they were fired. He also told them they were lucky he did not have them beheaded.







Later that day, the prince summoned Chinzaemon to his chambers. “So,” the prince began, “you have caused me to fire six worthless guards. Thank you, oh Silent One.” The prince smiled so that Chinzaemon would know he wasn’t angry.



“You are welcome,” Chinzaemon replied. “But I was only meaning to play a joke.” He was a little nervous. But he sensed that the prince was truly grateful for what he had done.

“Well, I feel safer now,” the prince said. “You may have saved my life. In return, I will grant you anything you wish.”

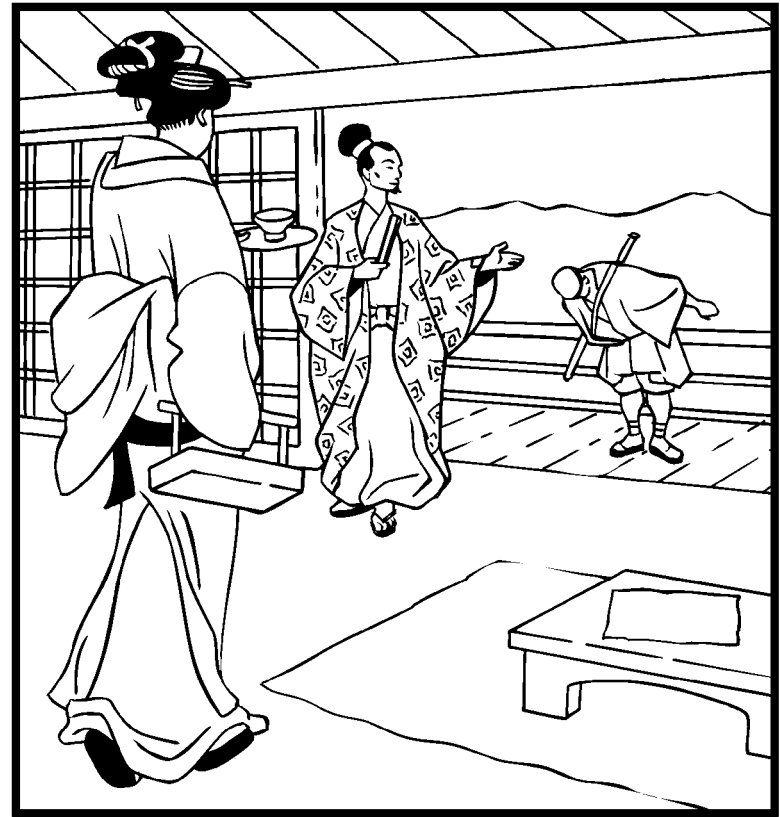


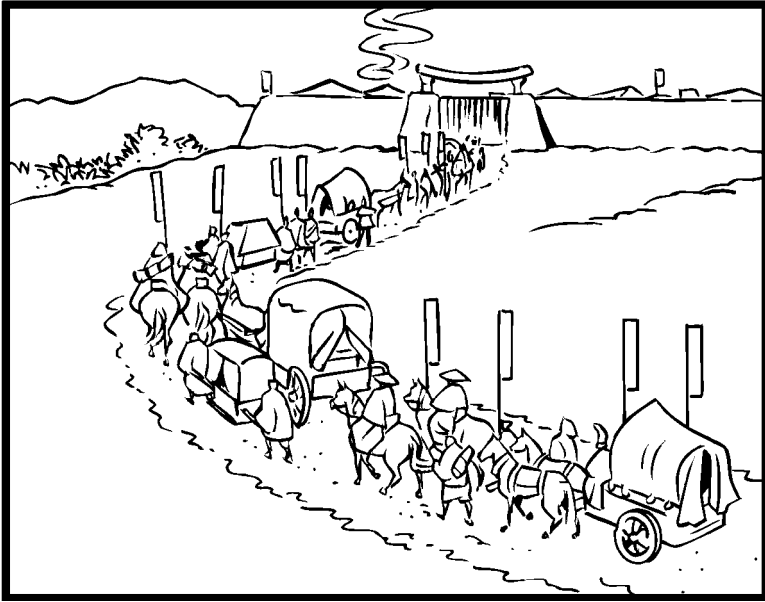
Chinzaemon thought about it for a minute. He already had a good life. But then he realized he could use this offer to play a big prank on the courtiers of the prince's court. "Well, noble prince, I have one request." He was a bit embarrassed to ask for what he wanted, but he did so anyway. "Allow me, whenever I want, to sniff into your ear."



The prince was shocked. "Strange!" he shouted, laughing again. "You could have chosen anything—gold, silver, land. I don't understand your request. But if that is all you request, it is yours."

"You couldn't have given me anything better, noble prince," said Chinzaemon, smiling.





The next week there was a large gathering at the palace. All the prince's ministers came, as did the courtiers. And everyone brought their wives and dressed in their finest clothes. Every month the prince accepted visitors, usually on the full moon.

Everyone who came had some request that they wanted the prince to grant. This was the tradition in every palace, in every land, all over the Earth. The prince would consider the requests and do his best to satisfy those he felt were worthy.



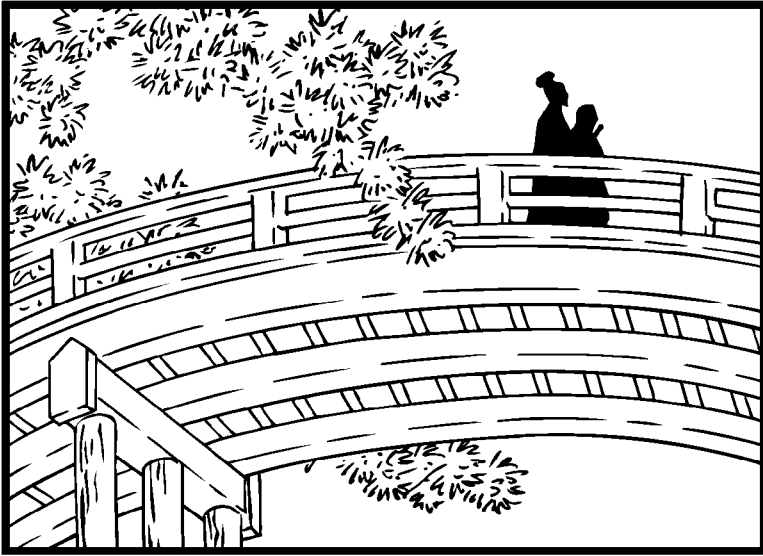
Chinzaemon ran over and sniffed in the prince's ear. When they saw him, the ministers and courtiers all thought he was whispering something about them into the prince's ear. They all were afraid he might whisper something bad about them that would stop the prince from giving them what they wanted.

So, one after another, the ministers and courtiers all began to give Chinzaemon gifts. They thought that if they gave him gifts, Chinzaemon might recommend them to the prince. They didn't know he was just sniffing into the prince's ear. Even their wives would give him gifts before talking to the prince. Chinzaemon just smiled and accepted their offerings. He made them no promises that he would say good things about them to the prince.



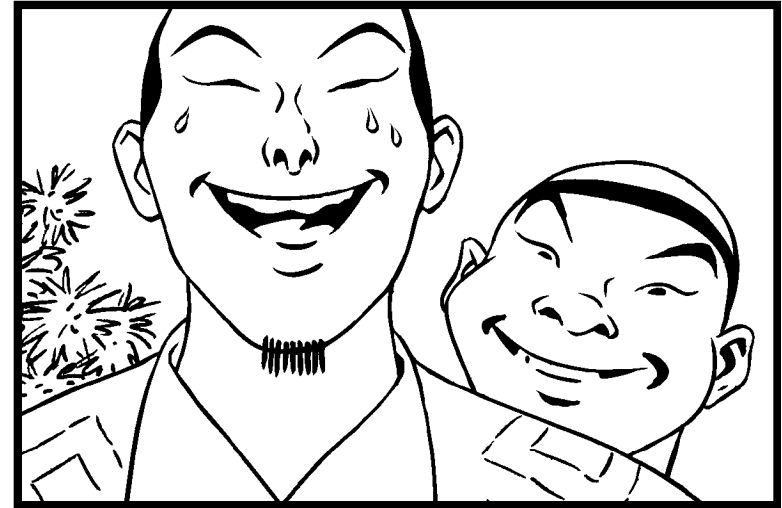
And so it happened. Before anyone dared speak to the prince, he or she would see Chinzaemon first and give him an amazing gift. Soon, the simple armorer was a very rich man. He had piles of money, beautiful gold jewelry, jade statues, and other fine treasures. He had so many things that he didn't know what to do with all of them. In truth, he was now as rich as the prince, but he still lived as he always had.





Then, one day, the prince turned to Chinzaemon and said, “Well, Silent One, aren’t you sorry you didn’t ask for anything better from me as a reward?” He saw that Chinzaemon’s lifestyle had changed very little over the last months. He wished his loyal armorer had asked for money or land.

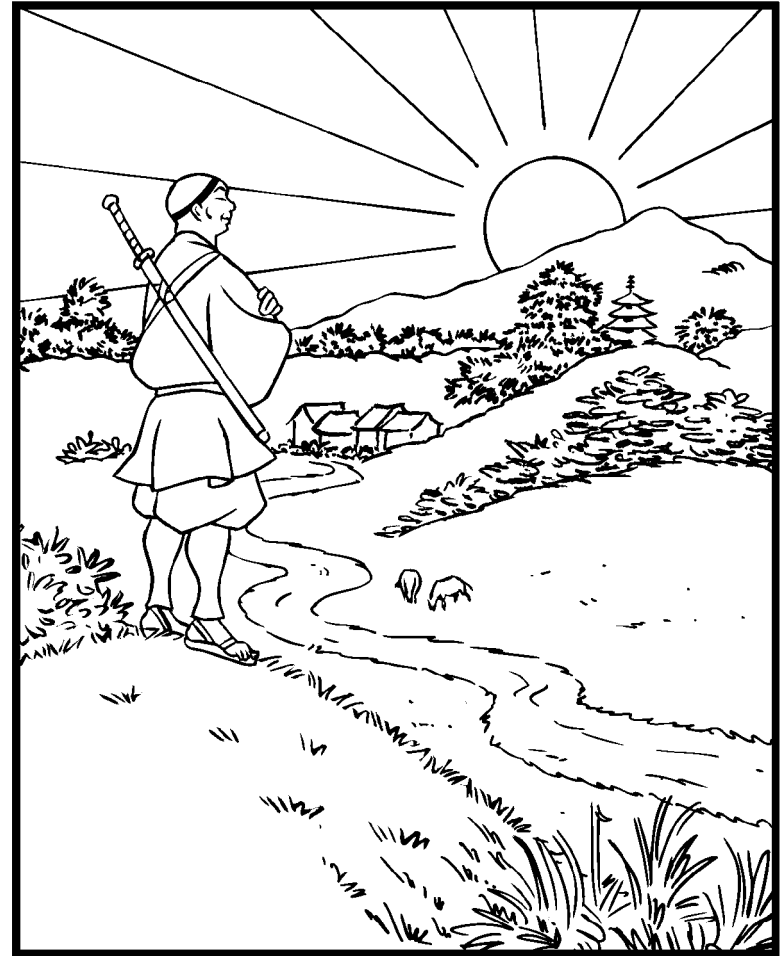
“My word, noble prince!” Chinzaemon began, “Something better? Why, your favor has brought me so much more wealth than I could ever have imagined. It is more than I could ever need.” Then he told the prince what was happening.



When the prince heard how Chinzaemon was making such fools out of his ministers and courtiers (and their wives), he laughed and laughed. He laughed so hard that tears ran down his cheeks.

“So much for my loyal advisors,” the prince said. “They aren’t much use to me. They are all worthless as advisors. I will dismiss every last greedy, foolish one of them.” He was actually very angry. He had trusted these people, and they all thought they could buy his favor. He thought about beheading them all. He decided he would just fire them all and send them away.

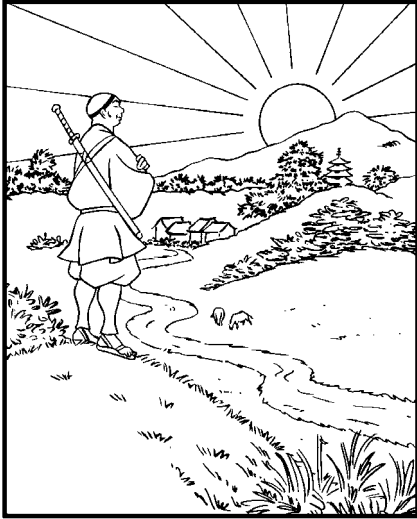
The prince summoned his advisors one by one. As they entered his chambers, they bowed and fidgeted nervously. To each one he revealed what had happened. They all apologized and begged forgiveness. But the prince told them to leave the palace and to not return.



When the prince had finished dismissing his advisors, he made Chinzaemon his only advisor. The only condition was that Chinzaemon must tell the prince if he ever acted like a fool. Chinzaemon agreed and was given a large piece of land for his loyalty.

Name \_\_\_\_\_

**INSTRUCTIONS:** Chinzaemon fooled all the guards in the castle, the ministers, the courtiers, and the prince. He is now the richest man in the kingdom. What will happen next? Will he fool more people? Will the guards fool Chinzaemon? Write the next chapter of *Chinzaemon the Silent* using the characters and setting from the story.



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Name \_\_\_\_\_

**INSTRUCTIONS:** Circle the correct spelling for the specified word(s) in each sentence.

1. He wanted Chinzaemon to make **weapons/wepons** for his soldiers and guards.
2. Then he told the prince what was **happening/hapenning**.
3. He was famous **thruhout/throughout** the land for the quality of his work.
4. **Thay/They** would be very **embarassed/embarressed**.
5. Chinzaemon sneaked out to the gate where two guards were **sleeping/sleping**.
6. They **were/wear** glad they hadn't been the ones who had been caught.
7. Chinzaemon was not only a **skillful/skilfull** armorer.
8. A very loud **bel/bell** was rung that signaled an attack.

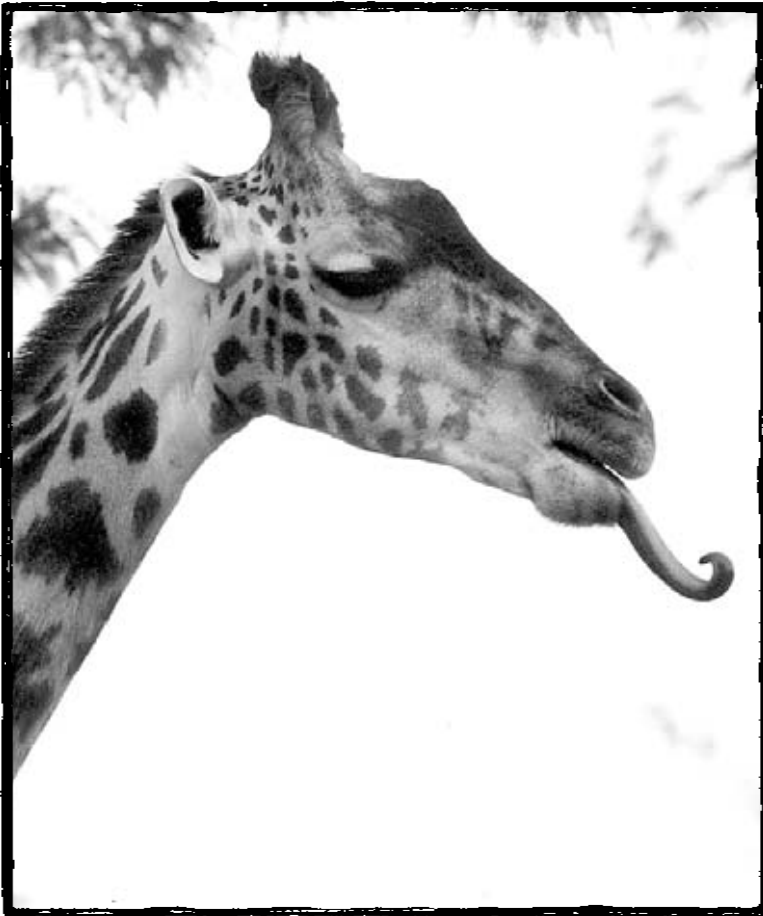




# Zookeeping

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,498*



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An Interview with Jeff Polcen  
Conducted by Kathie Lester

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An Interview with Jeff Polcen  
Conducted by Kathie Lester

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Zookeeping  
Level Q Leveled Reader  
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## Correlation

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Main entrance to the Cleveland Metroparks Zoo

Jeff Polcen is a lead zookeeper at the Cleveland Metroparks Zoo.

**Interviewer:** How did you become interested in being a zookeeper?

**Jeff:** I was working for the Metroparks (the city park system in Cleveland, Ohio) at the stables when I heard about a position at the zoo. I started working at the Birds of the World building and later transferred to the African animal area, where I've been for 17 years. Growing up on a farm, I've always liked working with hooved animals. Cows and horses are related to giraffes and zebras, so their behaviors and body structure are similar. But there are also a lot of interesting differences. I learn new things every day.



Jeff Polcen scratches a friendly zebra behind the ears.

**Interviewer:** What skills do you need?

**Jeff:** Observation is the most important skill. You have to be able to look at a group of animals and figure out what's happening. Maybe they're getting sick, or one is going to give birth, or they're not all getting along. These are wild animals that can be dangerous, so you need to use a lot of common sense.

**Interviewer:** Which kinds of animals are you responsible for?

**Jeff:** I'm a lead keeper—a working supervisor—over our African savannah and the rhino/monkey island area. I oversee many animals, including giraffes, zebras, antelope, ostrich, vultures, and native African birds. We run mixed species exhibits, where we have birds and mammals that are safe together in the same yard.



Jeff cares for zebras as well as many other animals.



This adult female giraffe, named Nova, was born in the wild and has had four babies. She is one of only about 50 Masai giraffes in North America.

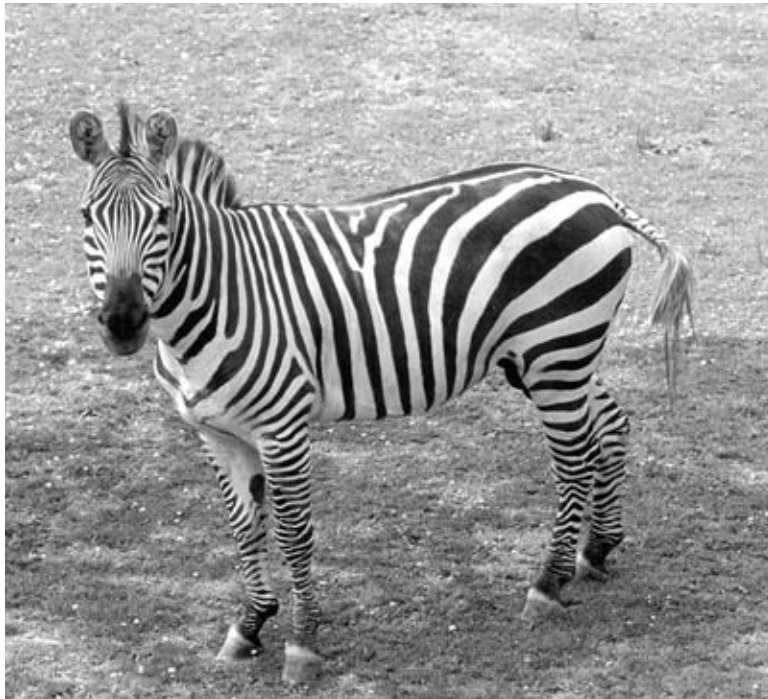
**Interviewer:** What do you like most about your job?

**Jeff:** I get to work independently without someone telling me what to do. Everyone finds the position they enjoy most in the zoo business. Some people enjoy working with the monkeys or birds. The hoofed animals are my favorites. We've had many giraffe babies born here, and I enjoy working with them.



**Interviewer:** Do you come to care a lot about each animal, as you would with a pet?

**Jeff:** It's hard to avoid getting attached to certain animals. Zoo care has progressed a lot, so animals live longer than they used to. I see illness and other problems developing as an animal gets older, and I have to make decisions about how to care for an older animal. Sometimes the animal is suffering, and it's best to put it to sleep.



Carl, an adult male zebra

**Interviewer:** What's the scariest thing that's ever happened to you?

**Jeff:** I was run over by a giraffe. We were bringing them in, and one of the females wheeled around and started running back toward me. I barely had time to turn around and try to get out of the way, but she ran into me, over me, on me.

**Interviewer:** Were you injured?

**Jeff:** A little, but mainly just sore. I got stepped on a few times, but nothing major.



Giraffes are huge!

**Interviewer:**  
How much does a giraffe weigh?

**Jeff:** A giraffe weighs 1,500 to 2,500 pounds (680 to 1,134 kilograms), depending on whether it's male or female.

**Interviewer:**  
How do you manage a group of giraffes? When you move them, do you move them one at a time?



A group of giraffes at the zoo

**Jeff:** No. Most of the hoofed stock are herd animals—they do everything as a group. Once you teach them a certain routine, they'll keep doing that. As a keeper you have to follow a routine, because changing it confuses them. For example, each giraffe knows which stall to go into. We give orders with our voices, and sometimes we'll use a long stick to tap them; it lets us keep a safe distance.

**Interviewer:** How do you provide medical care? If you have to work on a large animal, do you give it a shot so that it sleeps while you work on it?

**Jeff:** On most of the big animals, the vets use a blowpipe or an air gun to put them under anesthesia. If it's a long enough procedure, they keep the animals under with gas. Putting a giraffe under anesthesia is risky, so we want to make sure it's really necessary. We need to be sure we have all the necessary people and equipment in case complications arise.



During a checkup, a veterinarian monitors the breathing of a female zebra named Chiora.

Monitoring a giraffe's health is a big job.



**Interviewer:** What happens to a giraffe when you anesthetize it?

**Jeff:** We have to watch how they go down so they don't hit their heads. When they're lying on their side, they might have trouble breathing, because they're so heavy. Sometimes the anesthesia makes them have difficulty moving the muscles in their necks. We have to think about things carefully before we do procedures.



This young giraffe is resting and having a quick snack.

**Interviewer:** Do they ever lie down?

**Jeff:** Yes—every night. They lie with their legs tucked under them. They don't sleep for hours like we would; they take naps for ten to fifteen minutes at a time, and then they get up again.

**Interviewer:** Are their heads up?

**Jeff:** They often lay their head on their hip if they want to go into a deep sleep.

**Interviewer:** Oh—like curled. It must be quite a sight.

**Jeff:** Yes—it's neat to see them all lying down when I arrive in the morning.



**Interviewer:** Can you think of something funny that's happened to you working at the zoo?

**Jeff:** A few years ago, we had ostriches outside in the winter. They were in an icy patch of the yard, and I was trying to get them in. They had lain down, but it was too slippery to get back up. There was a spot along the doorway that had melted enough to walk on. I sat with my back against the fence and put my feet on each ostrich and pushed it like a hockey puck across the ice. They slid pretty well over to the thawed area, and then I prodded them to where they could get up and I was able to walk them in.



Ostriches at the Cleveland Metroparks Zoo



This just might be the silliest face in the animal kingdom.

**Interviewer:** Aren't ostriches dangerous?

**Jeff:** The males can be during breeding season. Their kick has the potential to kill, but the females are usually pretty good. They can be a challenge sometimes, but it depends on how you work with them and what kind of relationship you build with them. Every animal can be dangerous. But that's where those observational skills come in. You have to watch what's going on so you know when to get out of the area. All the animals have different personalities.

**Interviewer:** What do you think about keeping animals in cages?

**Jeff:** I think we've come a long way from iron bars—most of our exhibits are interactive now. We work hard to allow animals natural behaviors that keep them from getting bored. The exhibit yards are bigger and include what we call “furniture,” like rocks and logs. Most zoos have a team of people who work on developing interesting environments for the animals. Zoos share ideas, and there are zoo magazines that say “we tested such and such with this animal and it worked out well.” There's a good network among animal-care workers.



A howling wolf stands next to some exhibit “furniture.”



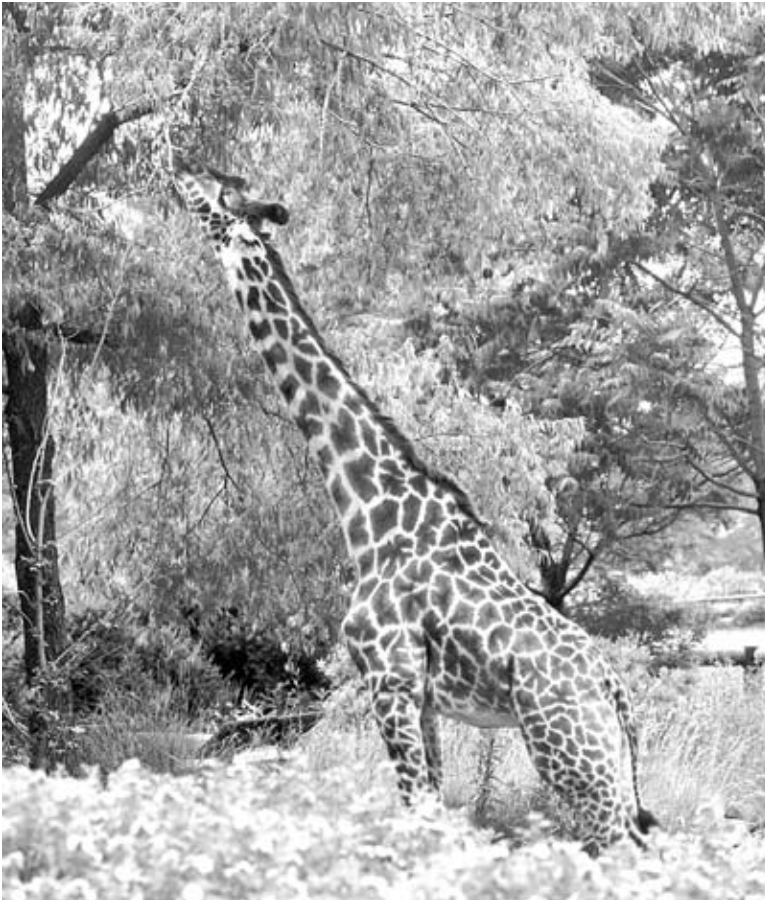
Two adult female slender-horned gazelles; the one on the left is just beginning to grow horns.

**Interviewer:** What's the most difficult animal you care for, and why?

**Jeff:** We have a type of animal called the slender-horned gazelle, native to North Africa. There aren't many of them in captivity and they're inbred, which means they've had babies with their close relatives. So their immune system is not as good as it should be, and they're more likely to get common infections. They're easy to manage, but they have medical problems sometimes.

**Interviewer:** What's the most dangerous animal you care for?

**Jeff:** Any of the hoofed animals. Giraffes are the most dangerous—their kick can be the worst. Right now I have four of them. We've had as many as eight, including the calves.



A giraffe stretches to reach some leaves in a tall tree.



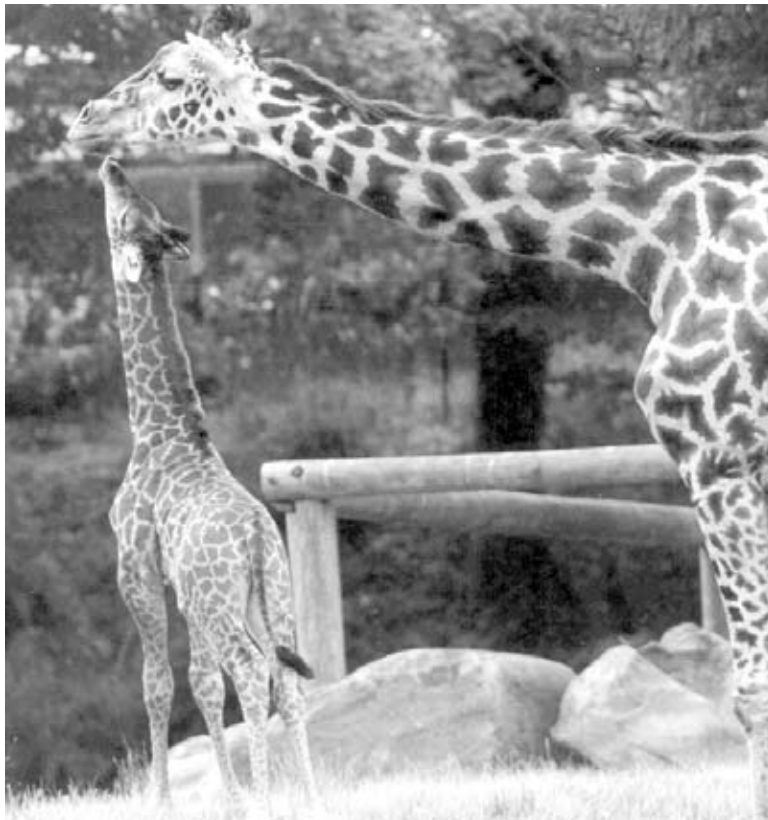
A female giraffe with a baby in a birthing stall. Since the baby falls 1.8 meters (6 ft.) when it is born, the bottom of the stall is filled with sand and then covered with straw to cushion the fall.

**Interviewer:** Do you have any special stories or moments to share?

**Jeff:** We had to deliver a giraffe calf back in 1998. This was the mom's third or fourth pregnancy, but she was having trouble with this one. The calf wasn't moving through the birth canal. I reached inside her and helped pull the calf until the head was out. Then the vet and I pulled her out the rest of the way. The calf must have had her oxygen cut off in the birth canal, but we got her breathing.



The baby didn't want to nurse for a few days. We kept her with the mom, but we tube fed her. Then on the third day she started nursing on her own, and she turned out to be a really nice animal. She bonded with us too, so she was really easy to handle. She's in Kansas City, and she's one of their best giraffes. She's almost four years old now.



A young giraffe nuzzles its mother.

**Interviewer:** You found out that if you handle a baby that much at the beginning, it becomes much more manageable. Why don't you work with all of the babies that way to develop them into that kind of an easy-to-handle animal?

**Jeff:** We don't do any hand raising unless we absolutely have to. The mother-reared animal is better because it knows how to behave like the animal it is. Animals that are human-oriented forget to act like a zebra or a giraffe.



This baby zebra, Elmur, begins to notice his surroundings.



Jeff hand-feeds a friendly giraffe.

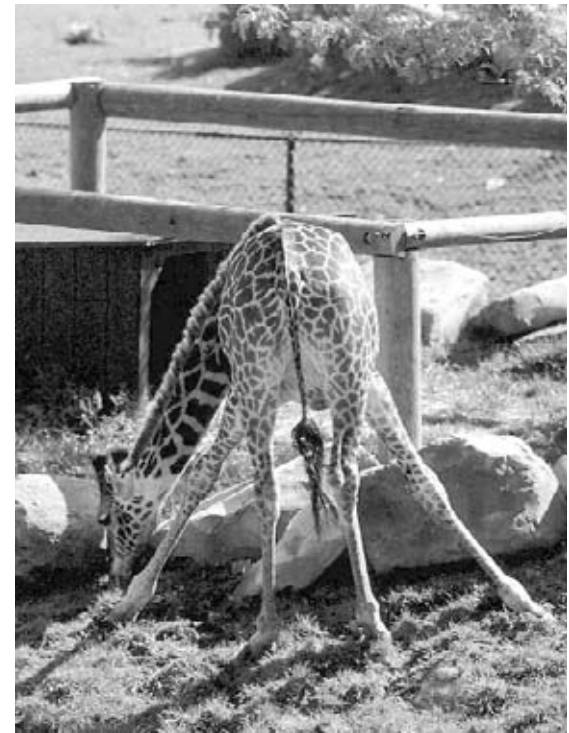
**Interviewer:** Do you see yourself staying in this job for the rest of your working life?

**Jeff:** I would say so. I've had a lot of successes here, and there's still a lot I want to accomplish. Besides, I find caring for these animals very satisfying, interesting, and challenging.

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Giraffes usually eat standing up, but occasionally they need to bend down to drink. They take a long time to slowly inch down and spread their long legs for balance. In the wild, this puts them in a very vulnerable position.



Name \_\_\_\_\_

**INSTRUCTIONS:** Write down three main ideas from the *Zookeeping* interview. Use details from the text to support and explain the main ideas.

|                    |  |
|--------------------|--|
| Main Idea          |  |
|                    |  |
| Supporting Details |  |
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ZOOKEEPING • LEVEL Q • 1

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| Main Idea          |  |
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| Supporting Details |  |
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| Main Idea          |  |
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| Supporting Details |  |
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SKILL: COMPREHENSION

Name \_\_\_\_\_

**INSTRUCTIONS:** Place commas in the correct places in each sentence.

1. Jeff takes care of giraffes zebras gazelles and ostriches.
2. “I think that observation is the most important skill for a zookeeper” Jeff said.
3. The ostrich the world’s largest flightless bird is very strong.
4. Even though they are tall giraffes do lie down to sleep.
5. When he was young Jeff lived on a farm.
6. To sleep a giraffe often lays its head on its hip.
7. When they drink giraffes have to inch down very slowly which makes them vulnerable to predators.





# Amelia Earhart: A Legend in Flight

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,507*



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# Amelia Earhart: A Legend in Flight



Written by Julie Mettenburg

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Front cover: Amelia and her Lockheed Electra

Back cover: Amelia in 1935

Title page: A studio portrait of Amelia Earhart

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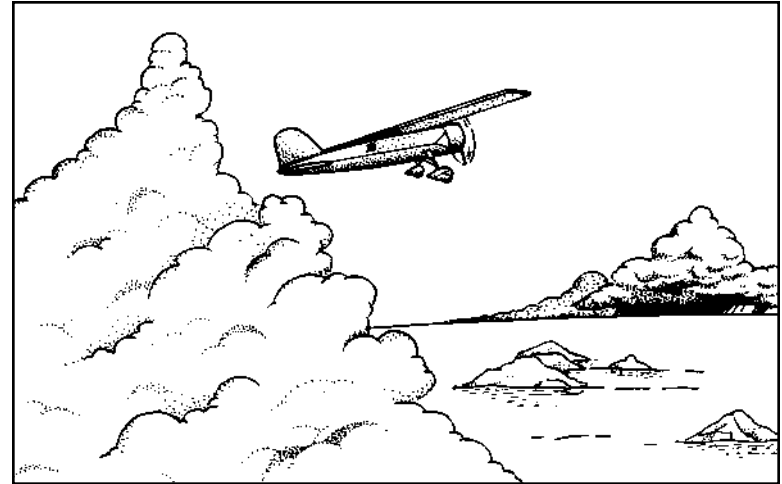
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| LEVEL Q           |    |
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## Introduction

The tiny red airplane bounced among the clouds, 12,000 feet (3,658 m.) above the water. Below, icebergs jugged out of the cold waves. Giant black storm clouds lay ahead.

The year was 1932. The airplane carried Amelia Earhart, one of the most famous pilots in the United States. She had been the first woman to ride in an airplane over the Atlantic, although a man flew the plane. Now, if she made it, she would be the first woman to fly an airplane over the Atlantic herself. And she would be the first person, male or female, to have crossed the Atlantic in an airplane twice.

But first she had to succeed, and there was a reason why so few people had made it. The trip was dangerous. Airplanes in the 1930s were small, and they didn't have many of the instruments that today's pilots rely on. A pilot had to go by her sense of sight and how the plane "felt," keeping tight control of the airplane for hours at a time.



Amelia Earhart poses with her plane in Ireland after her Atlantic flight.

The black clouds ahead were too large to fly around, so Amelia pointed the little plane right into them. The rain soon turned to ice. The plane's controls froze, sending it into a tailspin. As the plane plummeted toward the water, Amelia struggled to get control. Finally, the warmer air below the clouds melted the ice. Amelia was able to pull the plane out of its spin.



Reporters surround Amelia after her Atlantic flight.

Many hours later, Amelia set the plane down in Londonderry, Ireland. She had done it. She had crossed the Atlantic Ocean in an airplane she flew herself. Before this flight, she had already been famous. Now, she would be a legend. But Amelia Earhart would be most remembered for her biggest failure. While trying to fly her plane around the world, she disappeared.

## Winged Machines

The world's first flight occurred in 1903, when Amelia was six years old. Two brothers, Wilbur and Orville Wright, had built a winged machine out of wood. They launched it successfully into the air at Kitty Hawk, North Carolina.



The Wright brothers make their first flight.



The Douglas DC-3, one of the first passenger planes, went into service in 1936.

Although many people thought they were crazy, others thought the idea of flying was exciting. It was dangerous, to be sure. Planes were fragile, slow, and low-flying. They did not fly well in bad weather, and many pilots died in crashes.

By 1937, airplanes had improved a lot. The first airlines had begun carrying passengers on short routes, mostly over land. Engineers designed better airplanes, and pilots like Amelia had learned to fly them more safely, but accidents still happened.



## Kansas Youth

Anyone who knew Amelia as a child could hardly have been surprised by her later accomplishments. She was born in Atchison, Kansas, on July 24, 1897. She spent most of her time at her grandparents' home with her cousins and friends.

They climbed around the banks of the Missouri River. Amelia led expeditions into caves, and she loved to ride horses. She made up games for the children to play in her grandfather's barn. She and her sister, Muriel, were such active children that their mother made "bloomers" for them to wear. Unlike dresses, bloomers allowed the girls to run and ride and climb just as the boys did. At that time, most girls were not allowed to be so active, but Amelia was determined.



Amelia and her sister, Muriel, in 1904

Amelia's happy childhood came to an end when she was 11. Her parents took Amelia and Muriel to live in Iowa. But her father couldn't find a job. The family moved several more times. Amelia made very few new friends. When Amelia was 21, her family moved to California. One day she attended an air show. The airplanes dazzled her, flying in loops and doing stunts. After that, Amelia didn't finish college. She knew she wanted to fly.

With her parents' help, Amelia took piloting lessons and saved enough money to buy an airplane. Before long, the young woman was flying in air shows herself.



Amelia (right) and her first flight instructor, Neta Snook, in front of Amelia's Kinner biplane in 1922



Amelia's work often involved helping children.

### Time to Fly

When she wasn't flying, Amelia moved to Boston and found a job at Denison House. It was a place where poor people, especially children, could receive help. She loved her work there, and she was good at it. She was making a name for herself. But then the opportunity of a lifetime presented itself.

A publicist in New York named George Putnam was trying to find a woman to be the first to ride in an airplane over the Atlantic. It was a dangerous idea. Three women had died trying to cross the Atlantic the previous year.

Only eight people total, all men, had ever crossed the Atlantic in an airplane. Anyone who would try it had to be tough as nails, in order to withstand the danger and fatigue. George thought Amelia Earhart was perfect, and she was eager to go.

### Amelia Earhart: Flier and ...?

In her lifetime, Amelia worked at many jobs. At that time, it was unusual for women to have jobs at all!

- Nurse
- Social worker
- Pilot
- Clothing designer
- Magazine editor
- Writer
- Airline executive
- Professor

She also helped start the "Ninety-Nines," a group of women pilots that still exists today.



Amelia (far left) poses at a fundraiser with some of the Ninety-Nines: Elvy Kalap, Frances Marsalis, and Betty Gillies.



Amelia was just a passenger on that 1928 flight. She called herself “a sack of potatoes,” because she felt like she had no purpose. Still, her life would never be the same.

The first woman to cross the Atlantic made headlines around the world. After the flight, she was very famous and very busy writing books and giving speeches about flying. She had no time to go back to work at

Denison House. She also designed clothing and luggage for active women like herself and even helped launch two airlines. Eventually she married George Putnam. She also continued to fly. She tested new aircraft on cross-country flights, flew in contests, and set records for long-distance flights.



Amelia in Southampton, England, after the 1928 Atlantic flight



Amelia during one of her many public speeches

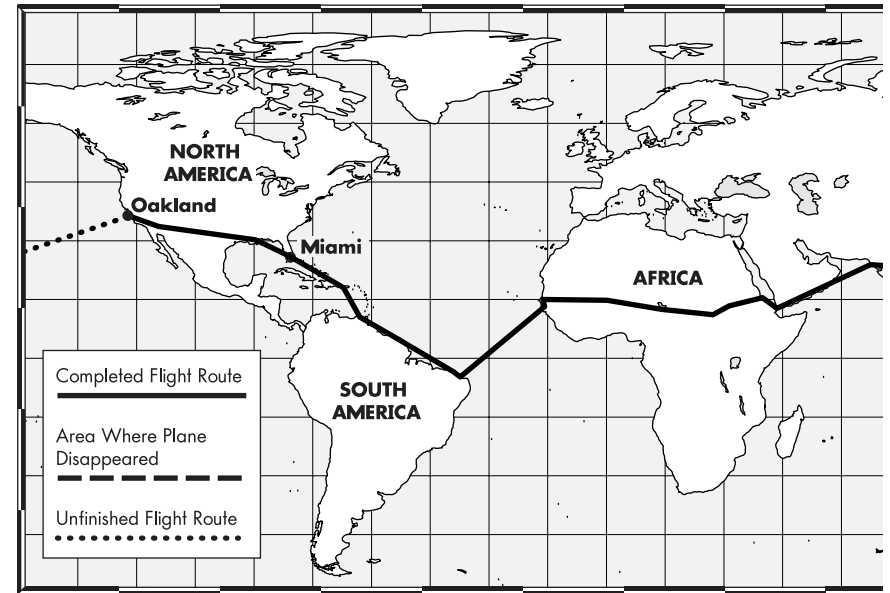
By the time she was 39 years old, Amelia had made every major flight there was, except for one. She wanted a new challenge. The greatest challenge left was to fly around the world.

Only one pilot, a man, had ever flown around the world, several years before. But he had not followed the equator, the longest and most difficult route. This was the route Amelia would fly. Would she make it?

By this time, no one doubted Amelia Earhart's flying skill. On May 21, 1937, she took off with her navigator, Fred Noonan. They went from Oakland, California to Miami, Florida in a new silver Lockheed Electra. It was the first leg of her flight around the world.



Amelia poses on her Lockheed before taking off on her around-the-world flight.



### Last Flight

Amelia and Fred first stopped the Electra in Miami, Florida. The new plane had crossed the entire North American continent, passing its first test. They started the route around the equator that George Putnam, Amelia's husband, had carefully planned.

Each stop was uneventful. They flew to South America, Africa, India, Asia, and Australia. It appeared that Amelia Earhart would once again pull off a historic flight without a hitch.



(Above) Map of Amelia's 1937 around-the-world flight route; (right) Fred Noonan and Amelia on one of their last stops in Indonesia



On June 29, 1937, they stopped at Lae, New Guinea, an island in the Pacific just north of Australia. There, Amelia and Fred enjoyed their usual routine. They fueled the airplane and checked their maps. They sent telegrams back to the United States. When they took off from Lae, there was no hint of any trouble to come.



The USCG cutter *Itasca*

As they neared Howland Island, the next stop, their radio messages became odd. The tiny island was to be their last stop before Hawaii and then back to California. The U.S. Coast Guard cutter *Itasca* waited offshore to receive the *Electra*'s radio signals and help it find the island. Those radio signals were patchy and strange. It seemed that Amelia could not hear the *Itasca*'s messages. She spoke of a storm, yet the weather over the island was clear.

More than 20 hours into the flight, Amelia's voice said, "We're running north and south." She was never heard from again.

## What Happened to Amelia?

This question still haunts people today.

The *Itasca*, along with the U.S. Navy, began searching for Amelia's plane immediately. The Navy thought she may have gone down in a storm to the northwest of Howland Island. The search continued for weeks. No sign of the plane, Amelia, or Fred was ever found.

After a year of searching, Amelia's husband, George Putnam, concluded that she had perished at sea. But is that the full story?



The USS *Lexington* was one of eight ships the U.S. Navy sent to search for Amelia.



An expedition searches for evidence of Amelia's fate.

Many people have tried to explain what happened to Amelia. Some think Amelia and Fred survived an emergency landing and were picked up by a Japanese ship. They were kept as prisoners on a Japanese island and later died of disease. Others think that Amelia landed the plane, but at a different island. There, she and Fred were able to live on native foods but eventually died of either disease or old age.



Many think these theories are just made up. They believe the most likely answer is that the plane landed in the water. It would have quickly broken apart in the fierce waves, over 10 feet (1.6 m.) high. Perhaps before Amelia and Fred could have inflated their life raft, they drowned.

Whatever her fate, there is no doubt that Amelia Earhart is one of the greatest Americans of the 20th century. She died doing what she loved most. She showed everyone that women didn't have to live with limits. She showed people that anyone could fly. She changed the world. She was a legend.



Amelia doing what she loved best: flying

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Name \_\_\_\_\_

**INSTRUCTIONS:** Write the following facts from *Amelia Earhart: A Legend in Flight* in the correct boxes on the timeline below.

Amelia Earhart born in Kansas

Amelia Earhart attends her first air show

First solo Atlantic flight

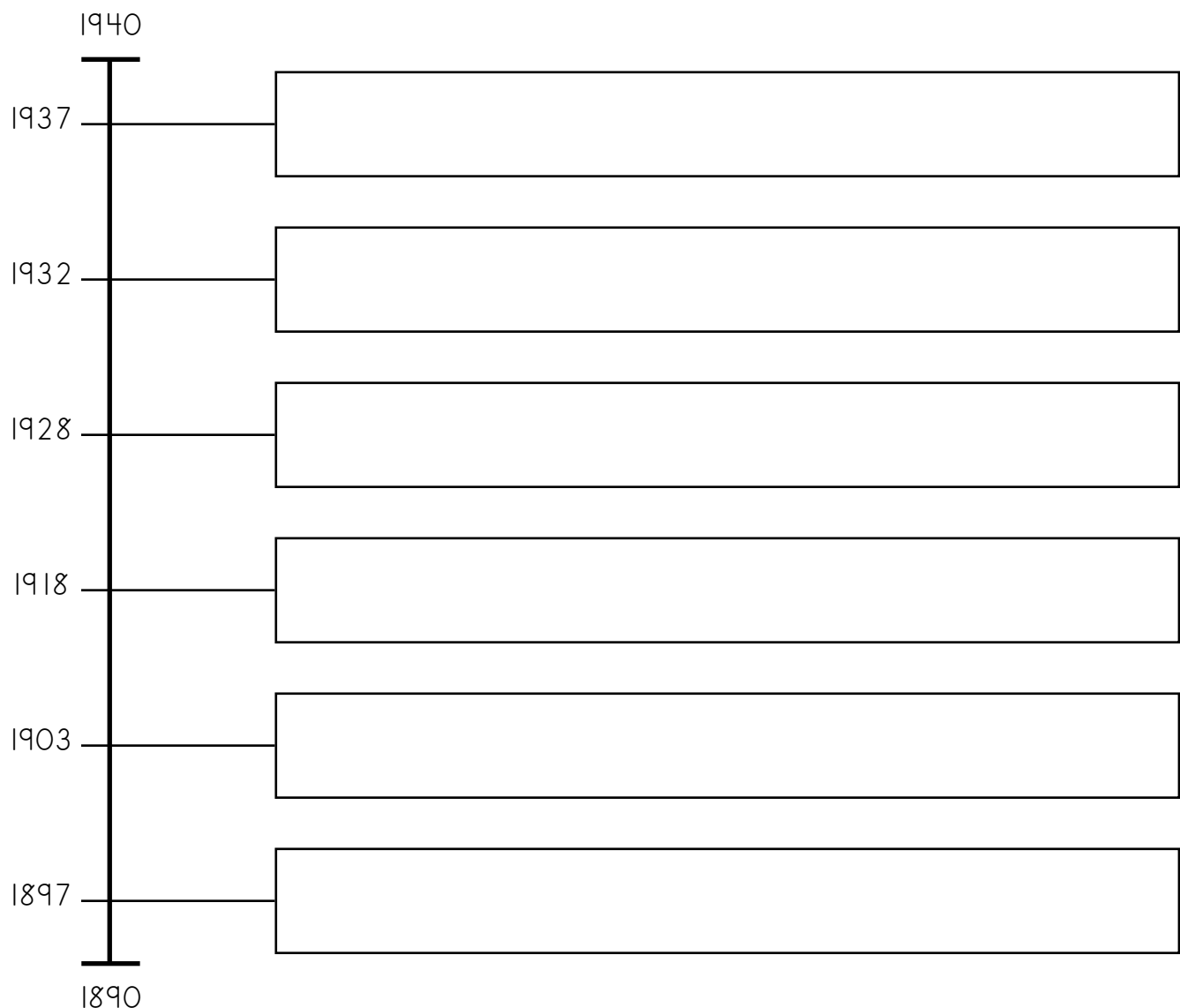
Wright brothers invent the airplane

Amelia disappears on flight around the world

First female passenger on Atlantic flight



AMELIA EARHART: A LEGEND IN FLIGHT • LEVEL Q • 1



SKILL: COMPREHENSION



Name \_\_\_\_\_

**INSTRUCTIONS:** Underline the subject in each sentence. Sometimes there is more than one subject in a sentence.

1. Wilbur and Orville Wright built the first flying machine.
2. Amelia was able to pull the plane out of a spin.
3. Many pilots died in crashes.
4. Unlike dresses, bloomers allowed girls to run and ride and climb just as boys did.
5. The family moved several more times.
6. Before long, the young woman was flying in air shows herself.
7. Three women had died trying to cross the Atlantic the previous year.
8. George thought Amelia Earhart was perfect, and she was eager to go.
9. The first woman to cross the Atlantic made headlines around the world.
10. The greatest challenge was to fly around the world.



# Earthquakes, Volcanoes, and Tsunamis

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*Word Count: 749*



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Smoke rises from what seems to be a peaceful volcano.

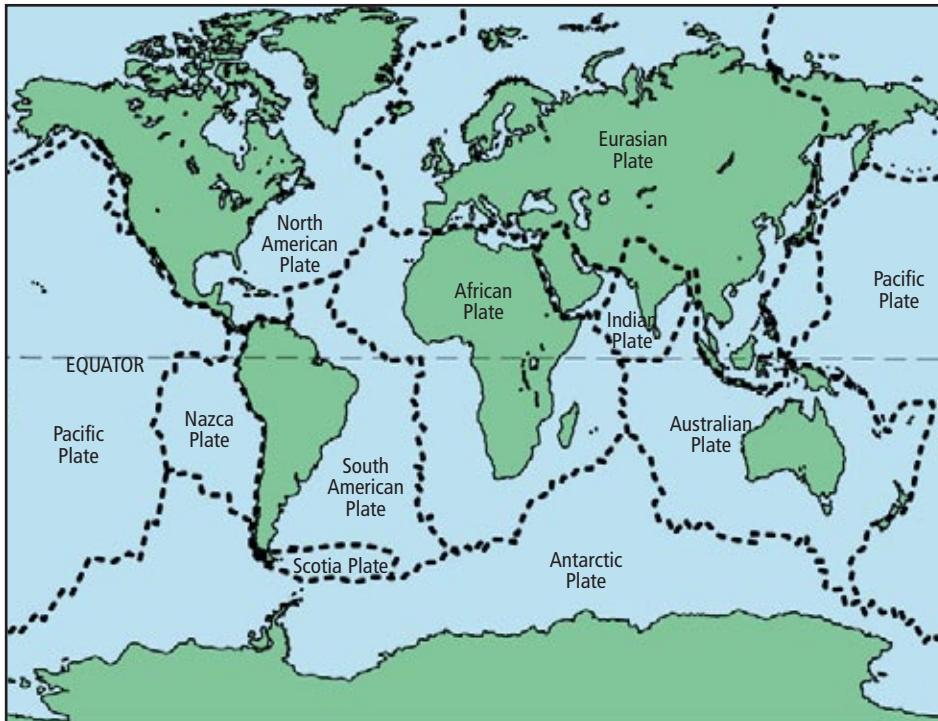
## Introduction

The ground and the ocean are usually peaceful. But forces deep within the earth can suddenly cause **earthquakes**, **volcanoes**, and **tsunamis** (tsoo-NAM-ees). In this book, you will read about these events and the forces that cause them.

## Deep Within the Earth

The top layer of Earth is made of giant pieces of rock, like the pieces of a puzzle. The pieces of rock, called **plates**, make up continents and ocean floors. Where the plates come together, there are often cracks and gaps, called **faults**.

## Tectonic Plates



The dotted lines show the edges of the plates.

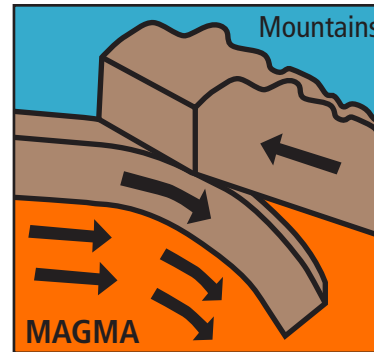


Fig. 1

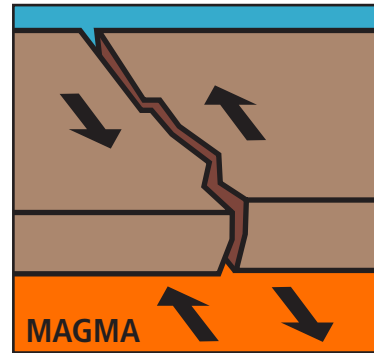


Fig. 2

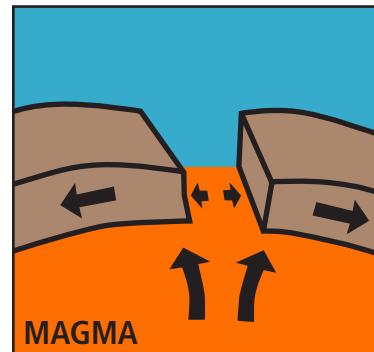


Fig. 3

Underneath the plates, the earth is very hot. It is so hot that rock melts into a liquid called **magma**. The plates float on top of this liquid magma. The magma is always moving, dragging the plates around with it.

At the edges of the moving plates, three different things can happen. If the plates are moving against each other, one plate slides over or under the other plate (Fig. 1). If the plates are moving past each other, the edges of the plates grind together (Fig. 2). And if the plates are moving apart, they make a gap where magma comes out (Fig. 3).



Earthquakes can damage or even destroy buildings.

### **Earthquakes: Terrible Trembling**

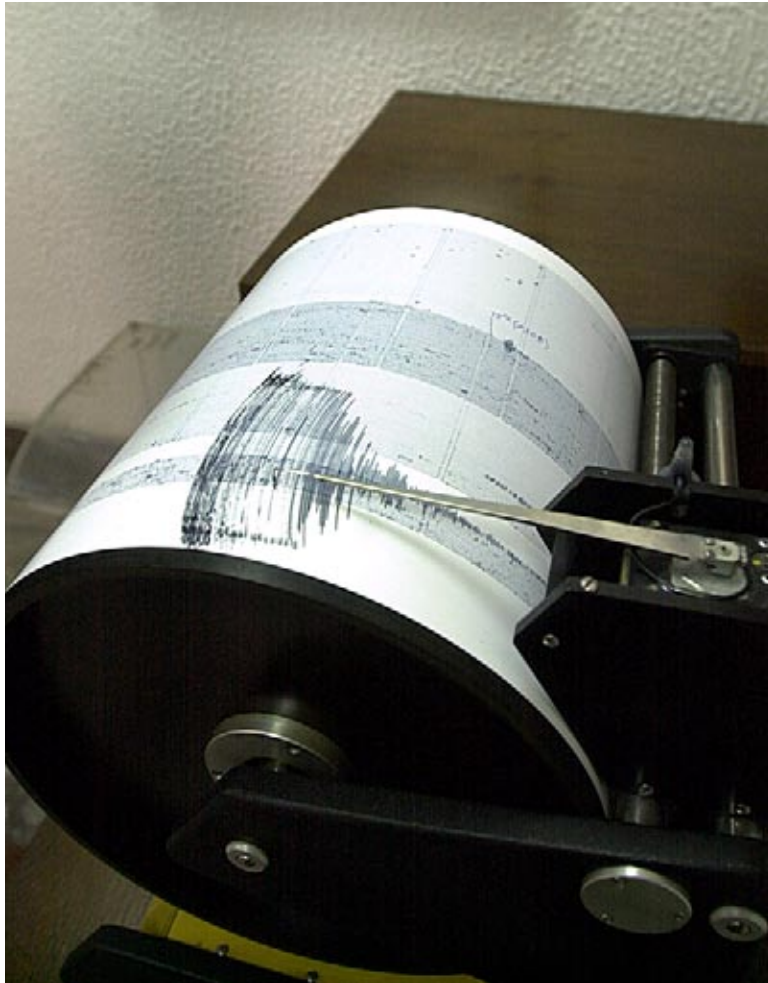
Sometimes the plates get caught on each other and cannot move. The pressure and energy build up. Then, suddenly, the rocks give way. The ground shakes. Far above, people feel an earthquake.

Some earthquakes are small and harmless. But sometimes the shaking is so strong that buildings crumble, bridges collapse, and large cracks open in the ground.



The ground here was ripped open by an earthquake.





A seismograph

We measure the strength of earthquakes on an instrument called a seismograph (SIZE-moh-graf). Each earthquake is given a number from the **Richter (RICK-ter) scale**, depending on its strength.

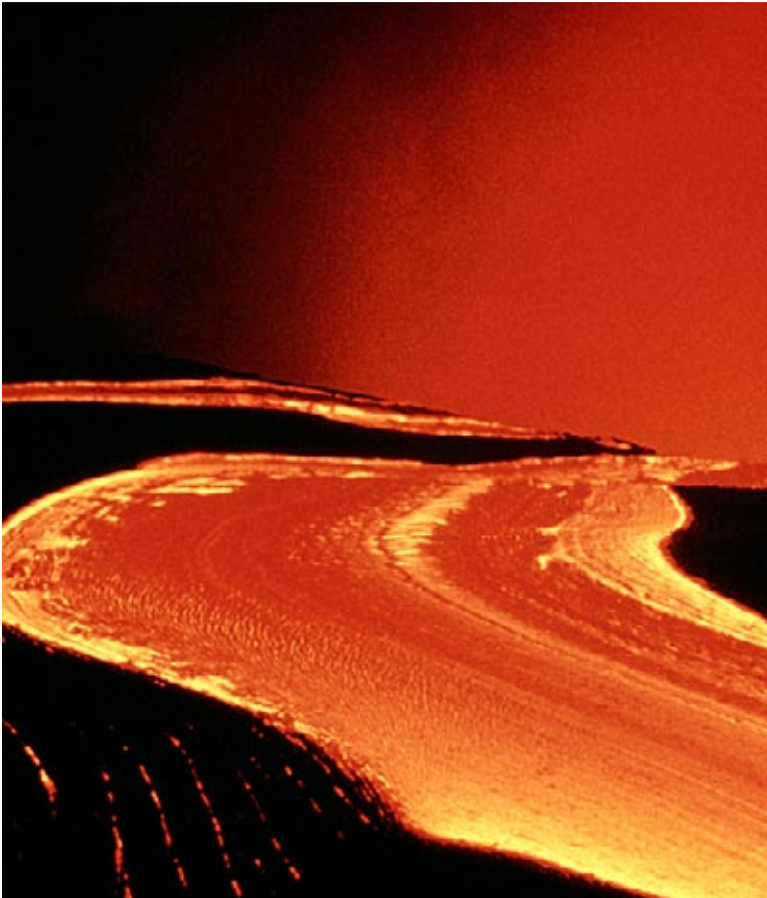
### The Richter Scale

- 1 People cannot feel the earthquake—only sensitive instruments can detect it.
- 2 People usually do not feel it; some people in tall buildings may sense a slight swaying.
- 3 Many people near the origin of the earthquake notice the shaking. No damage occurs.
- 4 People at the origin of the quake definitely feel it. Hanging objects sway. Water sloshes in swimming pools. Some weak buildings may be damaged.
- 5 Felt over a wider area. Usually lots of damage to weak buildings at and around center. Some damage to strong buildings.
- 6 Lots of damage to weak buildings; some damage to strong buildings. Damage can spread over 160 kilometers (100 mi.).
- 7 A very major earthquake. Most buildings at the center are destroyed. Cracks form in the earth. Underground pipes break. Large landslides can occur.
- 8 Buildings and bridges destroyed. Large cracks appear in the ground. Large landslides.
- 9 The ground appears to move in “waves.” Entire rivers may move. Objects can be thrown into the air. Total destruction of buildings and other structures.

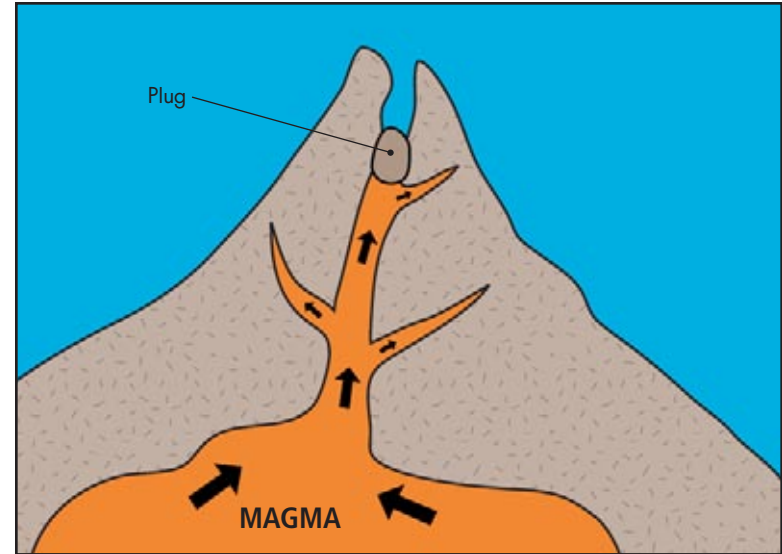
There is no top to the Richter scale, but the strongest earthquake ever recorded was a 9.5.

## Volcanoes: Enormous Explosions

A volcano begins when magma from deep inside the earth comes out through a crack in the Earth's surface. When the magma reaches the surface, it cools into solid rock, often forming a mountain or island.

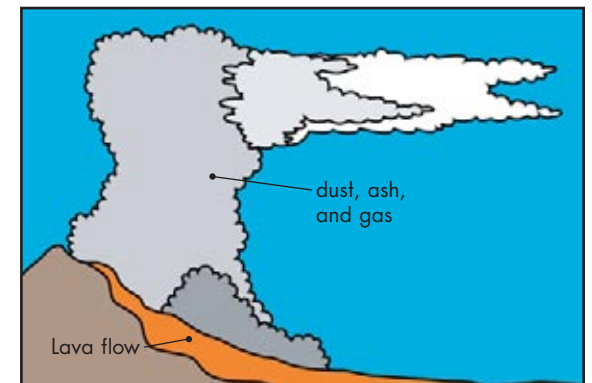


Runny liquid rock on this Hawaiian volcano flows smoothly, like a peaceful river.



Some volcanoes become plugged (above), and then they explode violently (below).

Sometimes the hot magma cools before it gets to the surface. It hardens into a solid piece of rock, plugging up the crack or hole where it had been seeping out. Hot gases in the magma continue to press against the plug. The pressure grows. Suddenly, the volcano explodes.





When mountains explode, they send tons of rock rolling down their sides. These falling rocks are called **landslides**. Clouds of ash and dust rise into the air during volcanic eruptions. The ash falls to the ground like snow. Large ash clouds can even block out sunlight.



Mount St. Helens, in Washington State, before it erupted in 1980



Mount St. Helens after it erupted



These trees were blown over by the explosion of Mount St. Helens.

Some large volcanoes have snow and ice on top. The hot gasses melt all the snow and ice at once, and the water rushes down the mountain. This large, dirt-filled flood is called a **mudslide**.



Scientists are not yet able to predict when earthquakes will happen. But they have become very good at predicting volcanic eruptions. In 1991, scientists warned people in the country of the Philippines that a volcano was about to erupt. Many people left the area and found safety before the huge volcano erupted.



Scientists gather information from a volcanic fissure.



Tsunamis are the largest waves in the world.

### **Tsunamis: Wild Waves**

Tsunamis are huge waves caused by earthquakes or volcanoes. Tsunamis can be as high as a football field is long. They are the largest waves in the world.

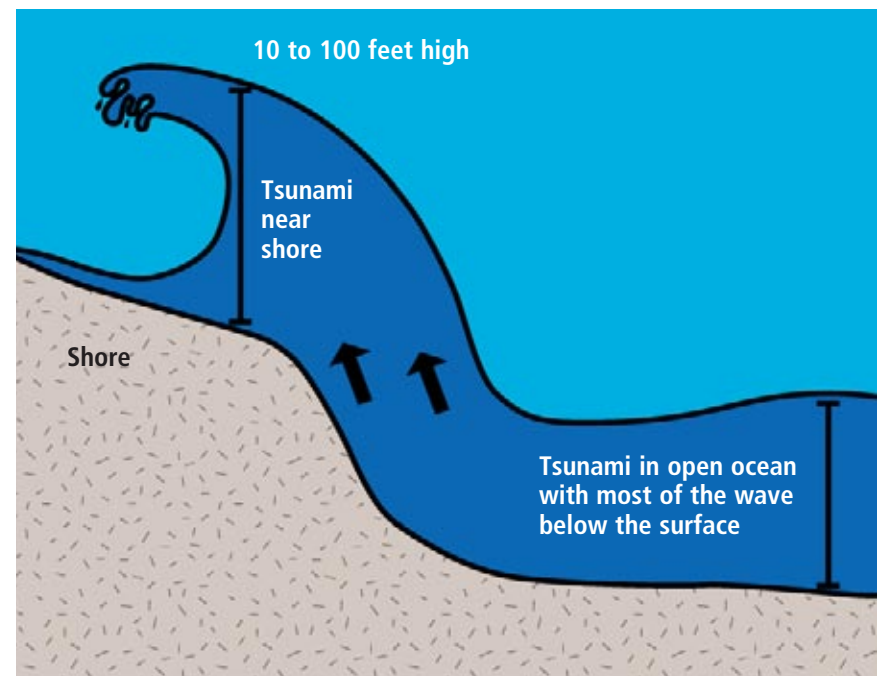
Large landslides caused by earthquakes or volcanoes sometimes fall into the sea and make huge waves. Earthquakes and volcanoes can also happen on the ocean floor. All of these events can create tsunamis.



Steam rises from a volcano near the sea.

Tsunamis speed away from where they begin in all directions. A tsunami can cross an entire ocean. Tsunamis travel very fast. In the open ocean, tsunamis may not be very high above the surface of the water, but they are very deep. As tsunamis come close to land, the rising ocean floor pushes the wave upward. When a tsunami reaches land, it is tall enough to destroy almost anything in its path.

### When a Tsunami Wave Reaches Shore



When tsunamis approach the shore, they break as giant waves.





Damage from a tsunami

Most tsunamis are between one and ten stories high. That might not sound very high, but it is hard to imagine the power of this much moving water. Even a small tsunami can destroy houses, streets, and entire towns.

Like volcanoes, tsunamis are becoming easier to predict. Scientists have instruments that detect volcanoes and earthquakes. When a large one happens, scientists often have time to warn people that a tsunami may be coming.



Many people describe tsunamis as "walls of water."





An earthquake destroyed this building.

## Conclusion

During a large earthquake, the ground shakes, destroying homes and property. In an explosive volcanic eruption, liquid rock, ash, and landslides can cover whole cities. And tsunamis can cause billions of dollars in damage. Scientists are working to be able to predict volcanoes, earthquakes, and tsunamis in order to save thousands of lives.

## Glossary

|                                    |                                                                                      |
|------------------------------------|--------------------------------------------------------------------------------------|
| <b>earthquake</b> ( <i>n.</i> )    | a shaking of the ground caused by rocks moving under the surface of the earth (p. 4) |
| <b>faults</b> ( <i>n.</i> )        | cracks in the surface of the earth, usually around the edges of plates (p. 5)        |
| <b>landslides</b> ( <i>n.</i> )    | when soil and rock collapse and fall down a hill or mountainside (p. 13)             |
| <b>magma</b> ( <i>n.</i> )         | hot, liquid rock from deep inside the earth (p. 6)                                   |
| <b>mudslide</b> ( <i>n.</i> )      | a dirt- and debris-filled flood of water (p. 14)                                     |
| <b>plates</b> ( <i>n.</i> )        | the giant pieces of rock and soil that make up the surface of the earth (p. 5)       |
| <b>Richter scale</b> ( <i>n.</i> ) | the scale that measures the strength of earthquakes (p. 9)                           |
| <b>tsunamis</b> ( <i>n.</i> )      | enormous ocean waves caused by earthquakes or volcanoes (p. 4)                       |
| <b>volcanoes</b> ( <i>n.</i> )     | places on the Earth's surface where hot, liquid rock seeps or explodes out (p. 4)    |

Name \_\_\_\_\_

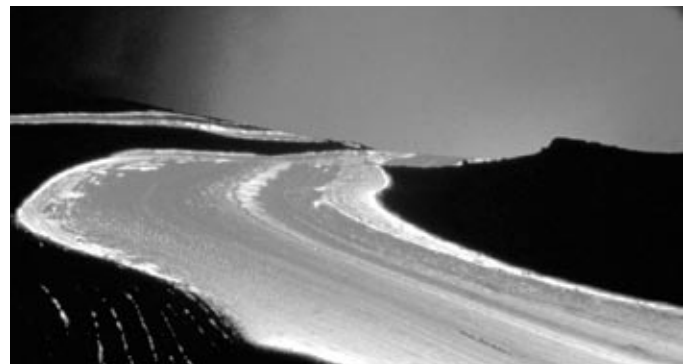
**INSTRUCTIONS:** In the first section, write what you already know about earthquakes, volcanoes, and tsunamis. In the second section, write what you would like to know about them. After you finish reading, fill in the third section with what you learned about earthquakes, volcanoes, and tsunamis.

|                                   |
|-----------------------------------|
| <b><i>What I know</i></b>         |
|                                   |
| <b><i>What I want to know</i></b> |
|                                   |
| <b><i>What I learned</i></b>      |
|                                   |

Name \_\_\_\_\_

**INSTRUCTIONS:** Place commas between the items in each list in the sentences below.

1. Faults can be gaps cracks or breaks in the earth's plates.
2. Earthquakes can shake buildings roads and trees.
3. Gas ash and rock are blown out of volcanoes.
4. Landslides can cause damage to rivers buildings and people.
5. Volcanoes can cause fires landslides and mudslides.
6. Tsunamis are fast large and dangerous waves.
7. A small tsunami can destroy houses streets or towns.
8. Floods fires and landslides can be caused by earthquakes.



Name \_\_\_\_\_

**INSTRUCTIONS:** Underline the compound word or words in each sentence. For each compound word, write each smaller word in a box and the definition of each smaller word on the line below the box.

1. Tsunamis can occur after large mudslides.

\_\_\_\_\_

\_\_\_\_\_

2. Landslides can cause entire mountainsides to collapse.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. These waves can be as high as a football field is long.

\_\_\_\_\_

\_\_\_\_\_

4. Underwater volcanoes cause tsunamis.

\_\_\_\_\_

\_\_\_\_\_

5. Many volcanoes occur near coastlines.

\_\_\_\_\_

\_\_\_\_\_

# Salmon: A Link in the Food Chain

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 968*

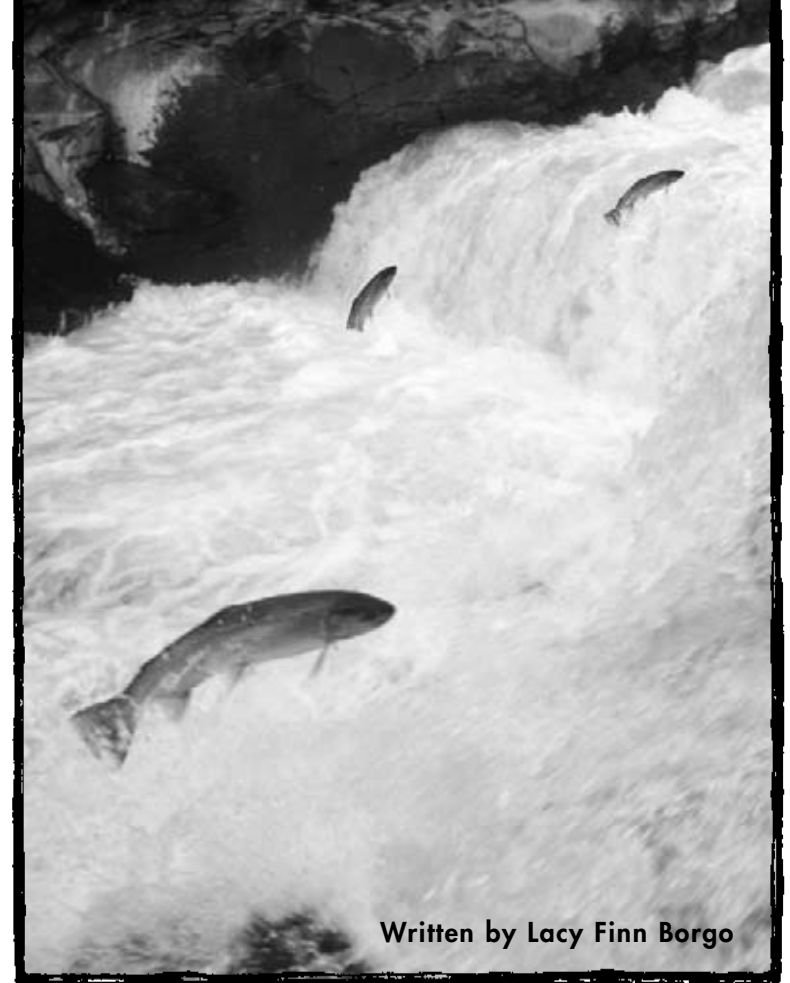


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# Salmon: A Link in the Food Chain



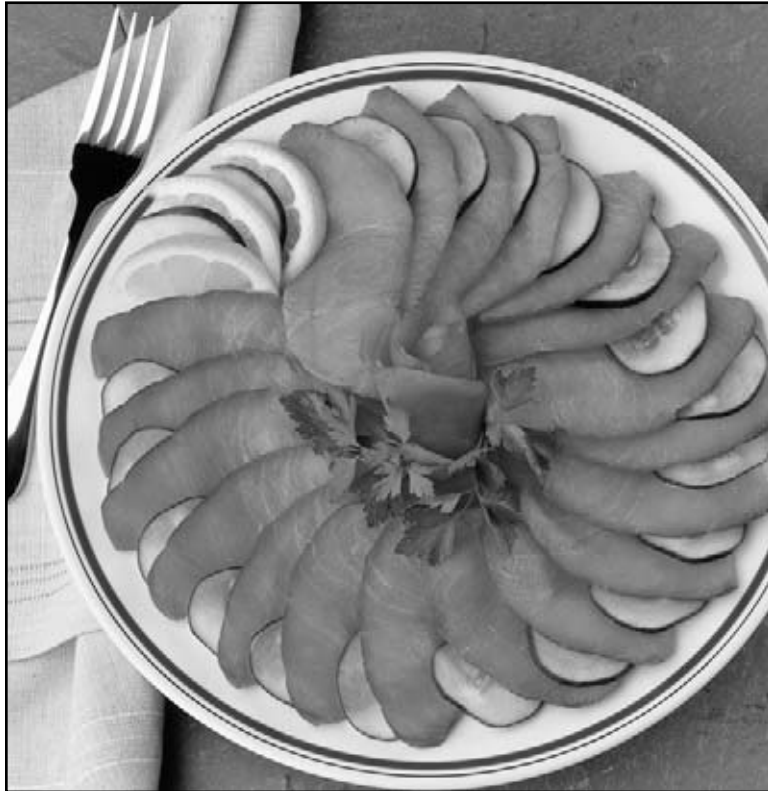
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# Salmon:

## A Link in the Food Chain



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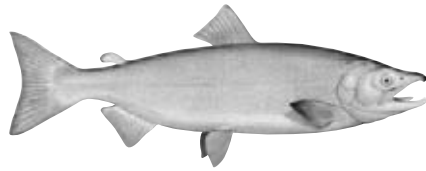
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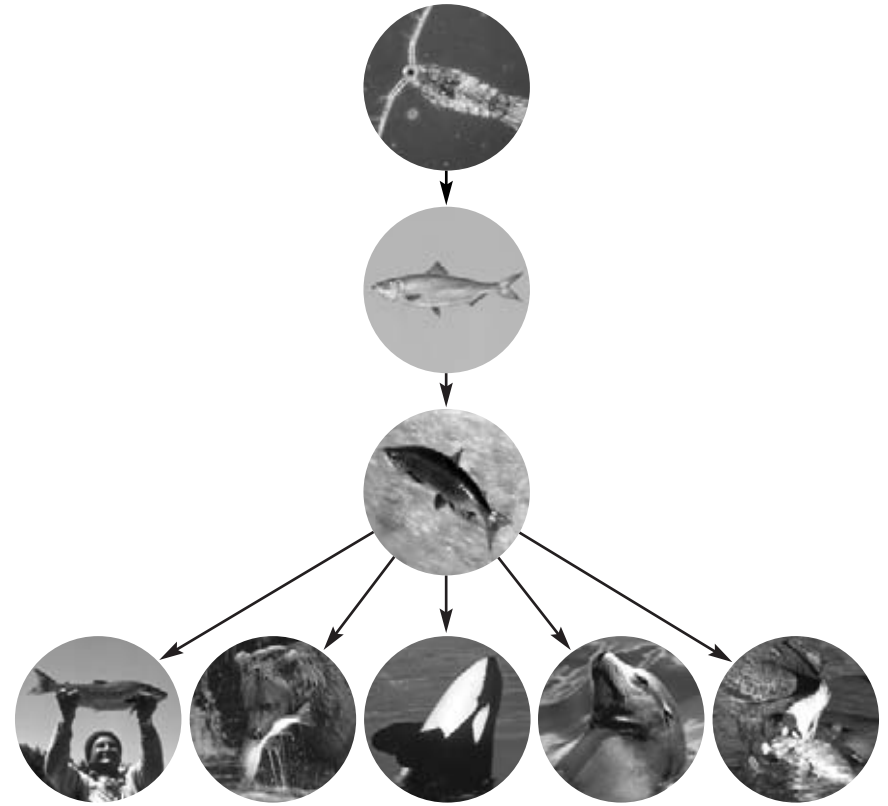
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| Fountas & Pinnell | N  |
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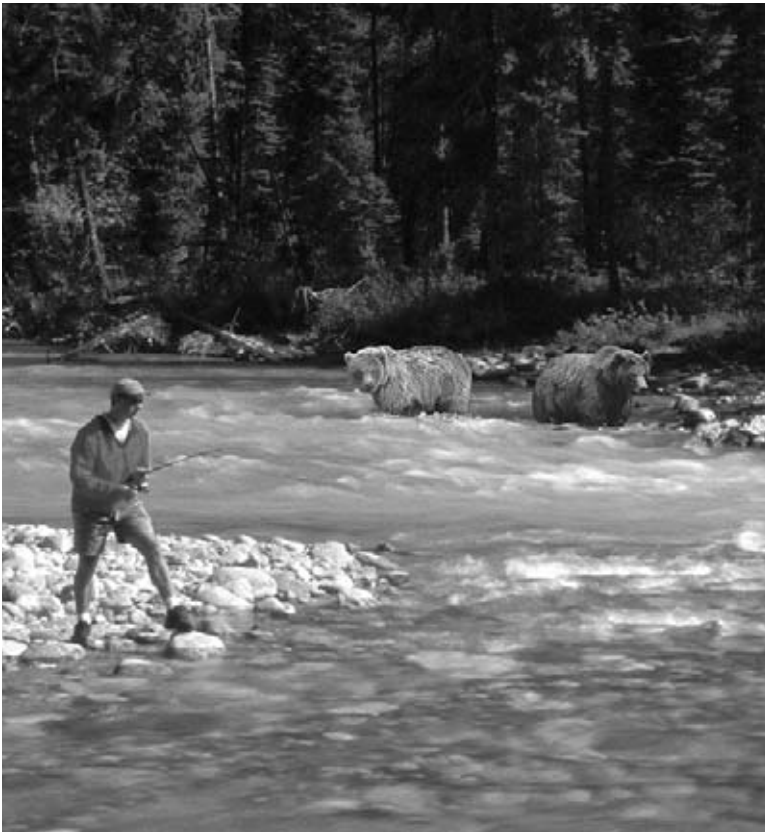


## A Chain of Life

Imagine a chain. Each link is connected to the next. One link cannot be broken without affecting the other links in the chain.

Salmon are links in many different **food chains**. As salmon go through the stages of their life, they eat and are eaten by different living things.

Let's look at the food chain for an adult salmon. It begins with **plankton**, tiny living organisms. Plankton are eaten by small fish such as herring. Herring are then eaten by salmon. A salmon may be eaten by a human, a bear, a killer whale, a seal, or an eagle. Harming one living thing in a food chain harms other living things in the chain.



Humans sometimes catch fish to eat, and bears do, too!



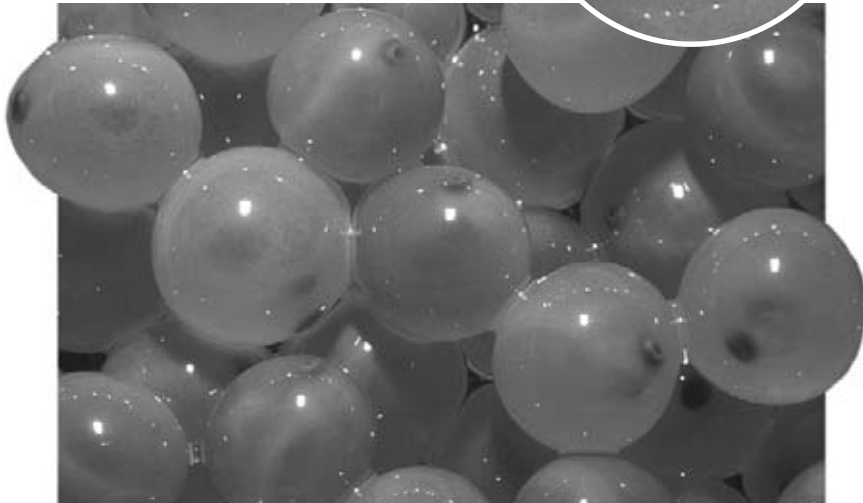
Salmon spend much of their lives in streams or rivers. Only at the end of their lives do they reproduce.

Salmon are travelers. They start their lives in streams or rivers, migrate far into the ocean, and return to the very same place to **spawn**, or reproduce. Salmon are **transformers**. During a salmon's life, it will change shape and color numerous times. In this book, you will learn about salmons' life cycle and about all the ways they are **interconnected** with other animals and with their environment.

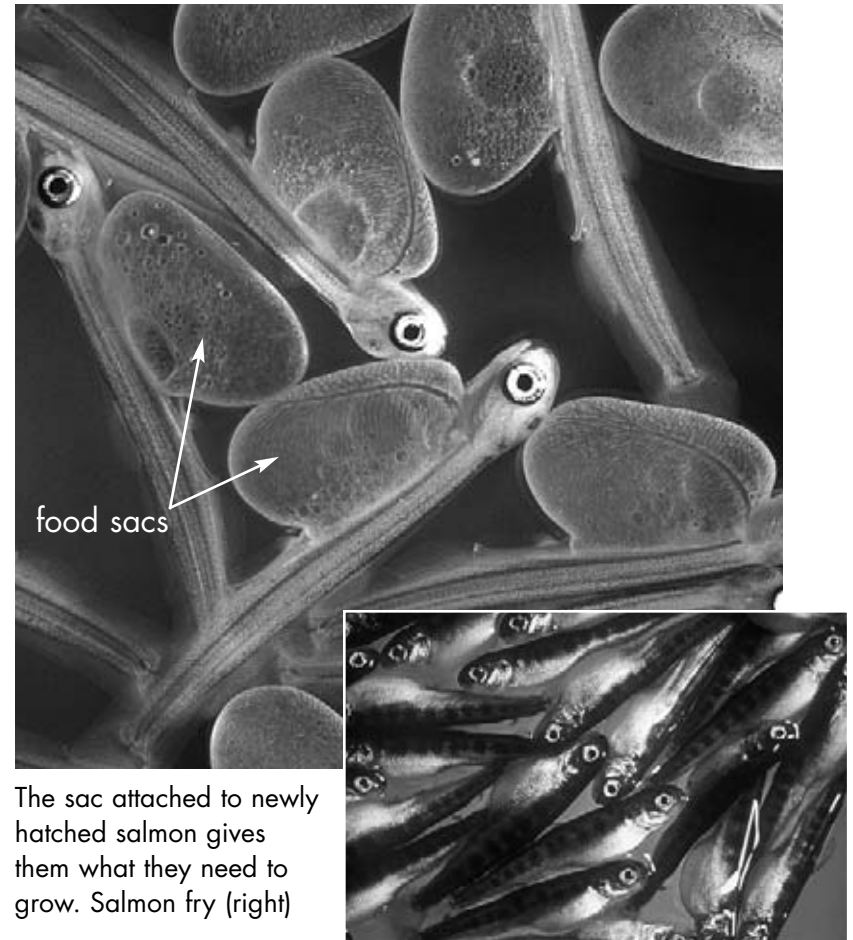
## Eggs

Salmon begin as tiny eggs laid in the gravel of a river- or streambed. Salmon need cold, clean water in order to lay and fertilize eggs. If the temperature is too warm, the salmon may die before the eggs are laid. Salmon absorb oxygen from the water, so if the water is polluted, making it low in oxygen, salmon cannot breathe and will die. Water is a salmon's environment, and if it is harmed, salmon and the eggs they lay will be, too.

Close-up of salmon egg with eye visible



A single salmon can lay thousands of eggs at one time.



The sac attached to newly hatched salmon gives them what they need to grow. Salmon fry (right)

## Alevins and Fry

After about two weeks, the eggs hatch. The tiny salmon that emerge, called **alevins** (AL-a-vins), have their food attached to their underbellies in a sac. Once the sac is empty, the alevins develop stripes and are called **fry**.

Fry eat plankton. If there are not enough plankton, the fry will starve. Plankton also need to live in clean, cool water. Plankton are a link in the food chain, and if it is disturbed, the fry will be, too.



Plankton magnified many times under a microscope



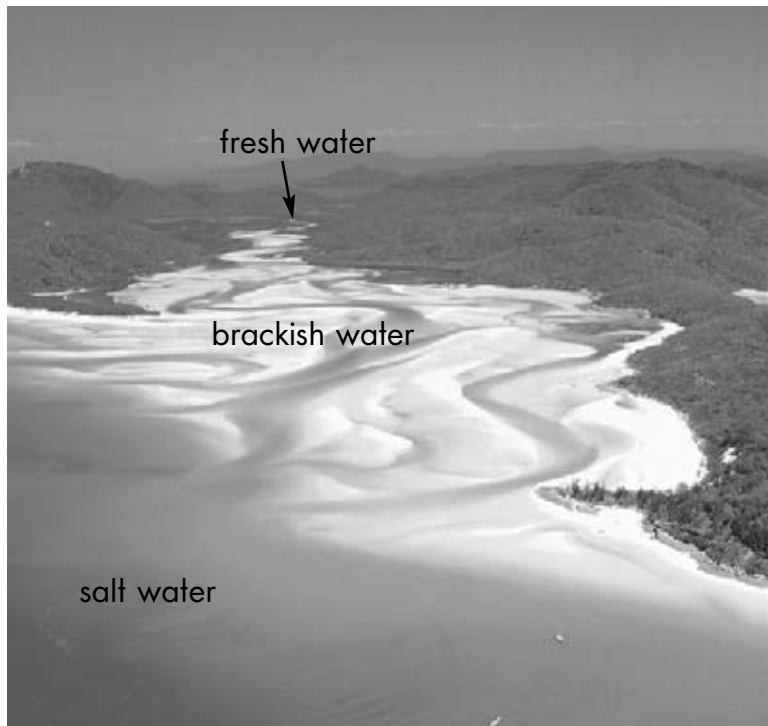
Salmon change color from brown to silver to better disguise themselves in the ocean.

## Smolts

The amazing journey begins as fry change from brown to shiny silver and transform into **smolts**, the next stage in their life cycle. Smolts eat insects. If there are not enough insects to eat, the smolts will not have enough energy to complete their migration to the sea. Insects are links in the food chain, and if they are disturbed, the salmon will be, too.



The smolts journey downstream to an area between the river and the ocean called an **estuary**. An estuary is where the fresh water and salt water combine to form **brackish** water. Smolts need the perfect estuary to prepare their bodies for the ocean and its salty water. If the estuary doesn't have just the right balance of fresh water and salt water, the smolts cannot make the changes they need to survive in the sea.



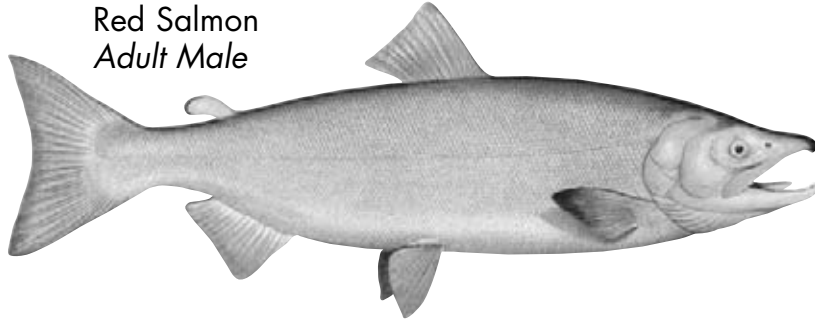
Shoreline where fresh water meets salt water

Some estuaries have become polluted with chemicals. If the water contains chemicals, the fish absorbs those chemicals. This can harm the fish or even kill it. If the smolt absorbs pollution into its body and then a bird eats the smolt, the bird becomes poisoned. Smolts are part of the food chain, and if they are disturbed, the birds will be, too. Already we can see that water, fish, plankton, insects, and birds are all connected.

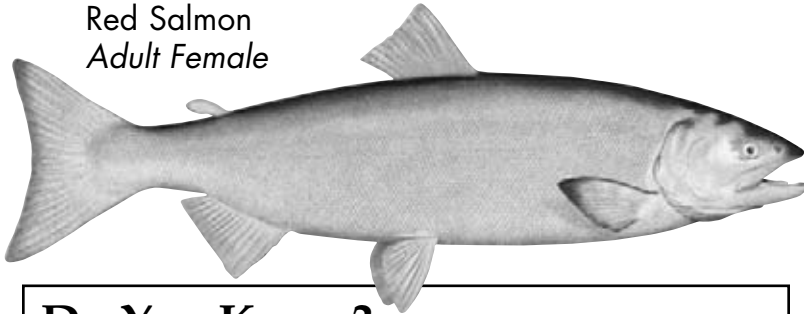


If the fish has absorbed chemicals, the bird could get sick after it eats the fish.

Red Salmon  
*Adult Male*



Red Salmon  
*Adult Female*



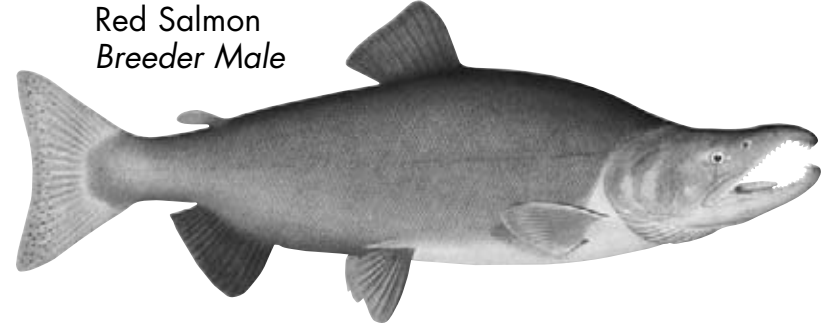
### Do You Know?

Some scientists believe that salmon memorize the scent of their own river and smell their way home.

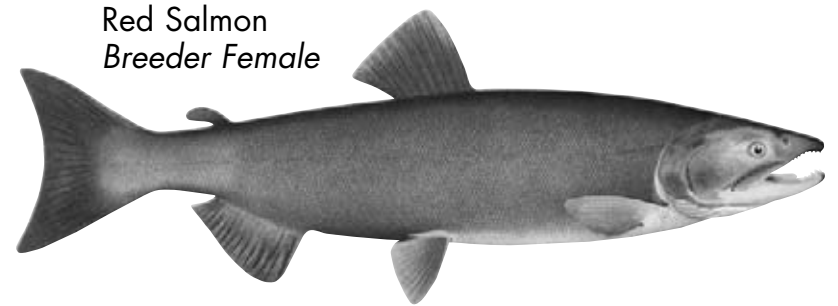
## Adults

In the estuary, the smolts will develop into adult salmon, which scatter into the open ocean. The adult salmon live and feed on smaller fish in the ocean for one to seven years, traveling thousands of miles. When the time comes to reproduce, the salmon make the long swim back to the same river where they were hatched. These salmon will become spawners.

Red Salmon  
*Breeder Male*



Red Salmon  
*Breeder Female*



## Spawners

As adult salmon return to fresh water, they lose their shiny, silvery color. The males change to bright red and green, and grow a hooked nose and large teeth. The females, which already carry thousands of eggs, turn brown. The males and females struggle against powerful currents as they swim upstream. Spawners do not eat during their voyage. Instead, they burn the fat they have stored from feeding in the ocean.



Because spawners are the favorite food of bears and eagles, the trip upstream is dangerous. Bears can be spotted fishing for salmon on the banks of rivers and estuaries. Bears need a great deal of body fat to make it through the winter. Salmon skin is loaded with fat. If there are many salmon, the bears will eat only the nutritious skin and discard the rest.



Bears actually catch the most salmon at night.



Bald eagles like to live near salmon streams so they are close to food.

Eagles also love salmon. They catch their own, or they eat what the bears have left. Humans also eat salmon. Salmon are a link in the food chain, and if they are disturbed, the bears, eagles, and humans will be, too.

Water is again critical to spawners. Humans have constructed dams in many rivers, and this prevents spawners from returning home to spawn. Fewer eggs mean fewer new salmon and less food for birds, bears, and humans. Water is part of the spawners' environment, and if it is disturbed, the salmon, bears, birds, and humans will be, too.



Most salmon only spawn once in their lifetime.



The decomposing bodies of salmon fertilize the stream, helping the life cycle to start over again.

Once the spawners make it home, the females lay eggs and the males **fertilize** them. One week after reproducing, the salmon die. But they do not go to waste. Birds, bears, and other animals consume their bodies. Nutrients from the spawners' flesh and bones also provide food for plankton.

## Conclusion

Salmon are amazing. They begin their lives in a river- or streambed, travel to an ocean, and return to the place they were born. Their bodies transform at each stage of their journey. Salmon are important links in many food chains. These food chains change during different parts of a salmon's life. What happens to salmon affects what happens to other living things in these food chains.



Some types of salmon grow very large—up to 135 pounds, or about 61 kg.

## Glossary

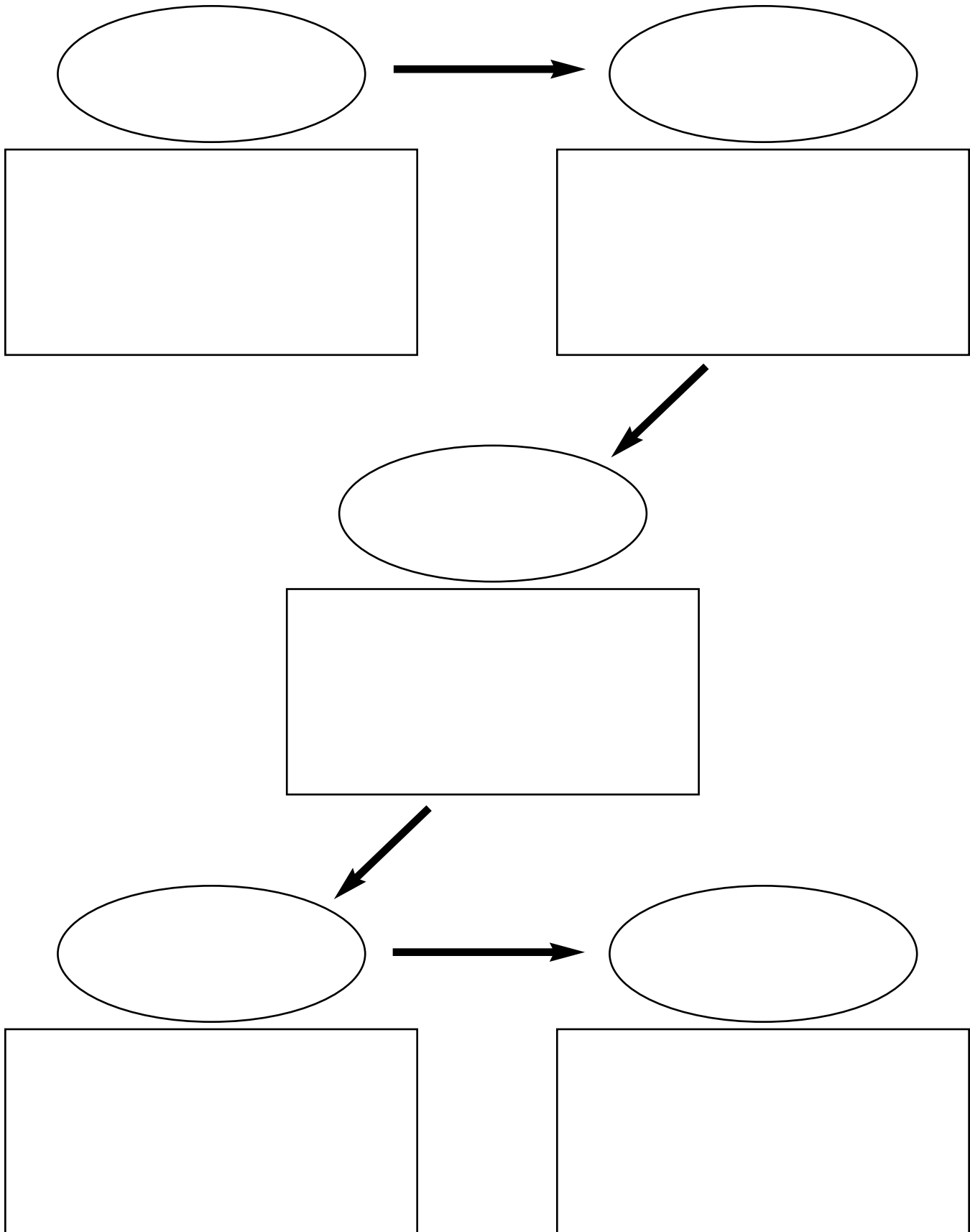
|                       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| <b>alevins</b>        | baby salmon that have a food sac on their underbelly (p. 8)                          |
| <b>brackish</b>       | fresh and salt water mixed together (p. 11)                                          |
| <b>estuary</b>        | the part of a river where the fresh water mixes with the ocean's salt water (p. 11)  |
| <b>fertilize</b>      | to combine male and female cells to create a new animal or plant (p. 18)             |
| <b>food chains</b>    | plants and animals that are all connected to each other through what they eat (p. 4) |
| <b>fry</b>            | a young salmon that lives in a river (p. 8)                                          |
| <b>interconnected</b> | connected with many things in many ways (p. 6)                                       |
| <b>plankton</b>       | tiny animals that can only be seen with a microscope (p. 5)                          |
| <b>smolts</b>         | a young salmon that moves from a river to the ocean (p. 10)                          |
| <b>spawn</b>          | reproduce and lay eggs (p. 6)                                                        |

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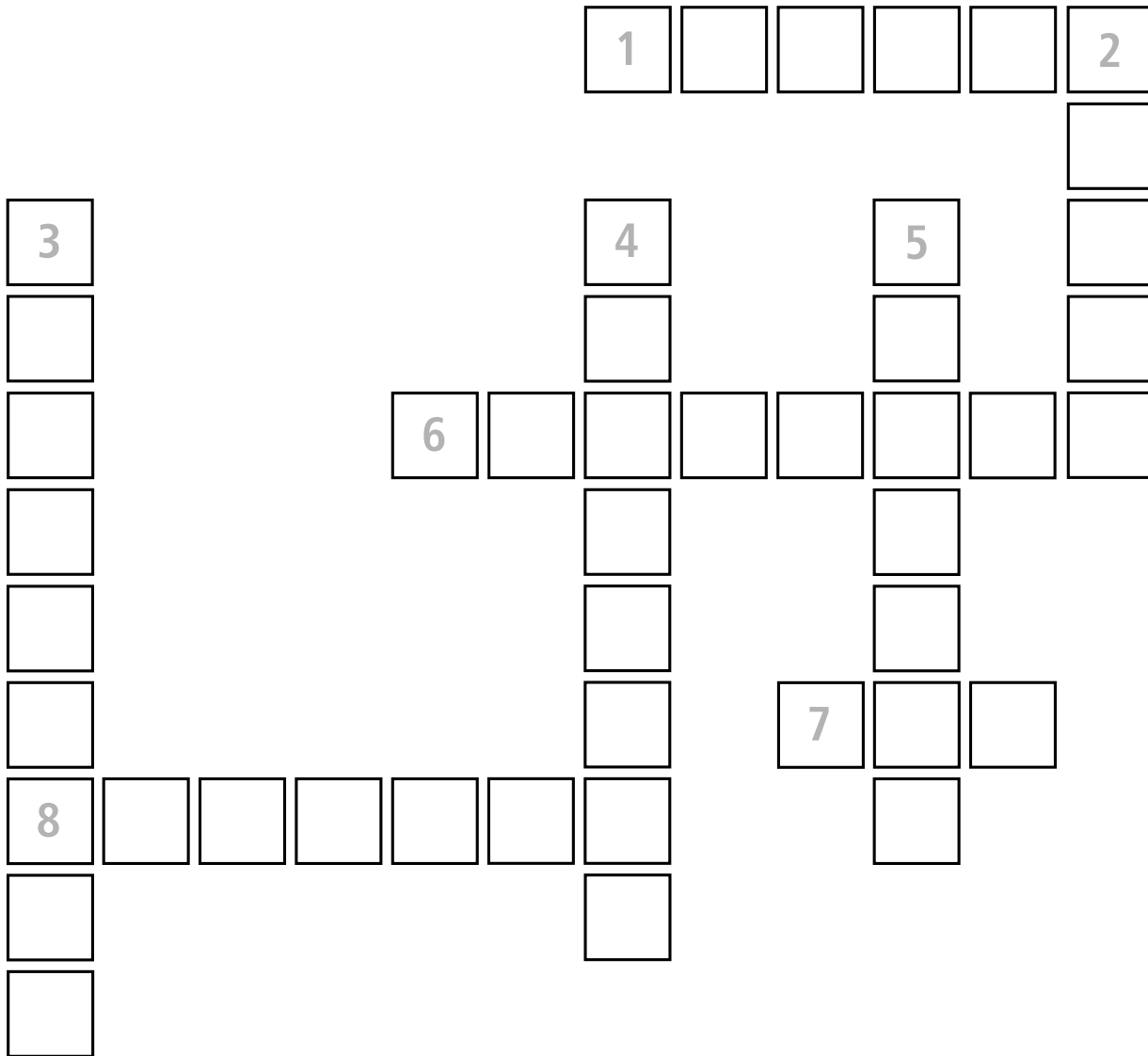
Name \_\_\_\_\_

**INSTRUCTIONS:** Write the stages in the life of a salmon in the ovals. Then write a short summary of what happens at each stage in the box below it.



Name \_\_\_\_\_

**INSTRUCTIONS:** Use vocabulary words from the book to complete the crossword puzzle.



## ACROSS

1. A young salmon that moves from a river to an ocean
6. Tiny animals that salmon eat
7. A young salmon that lives in a river
8. Baby salmon that have a food sac on their underbelly

## DOWN

2. To reproduce and lay eggs
3. The way plants and animals are connected through the food they eat
4. A mix of saltwater and freshwater
5. Where the river water mixes with ocean water



# China

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 950*

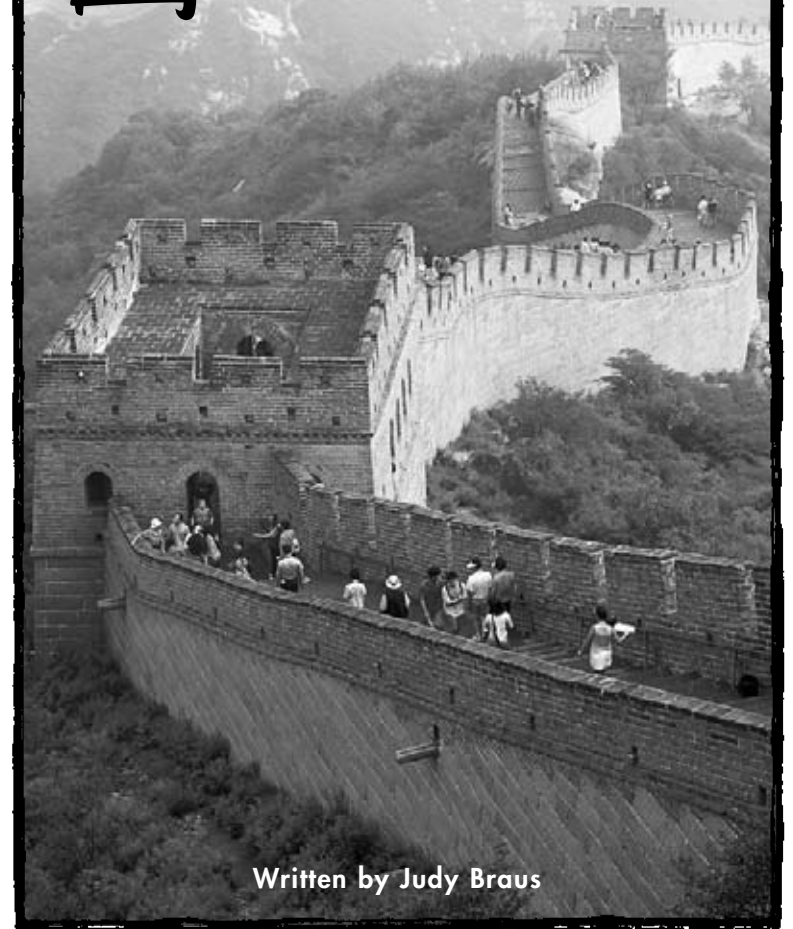


  
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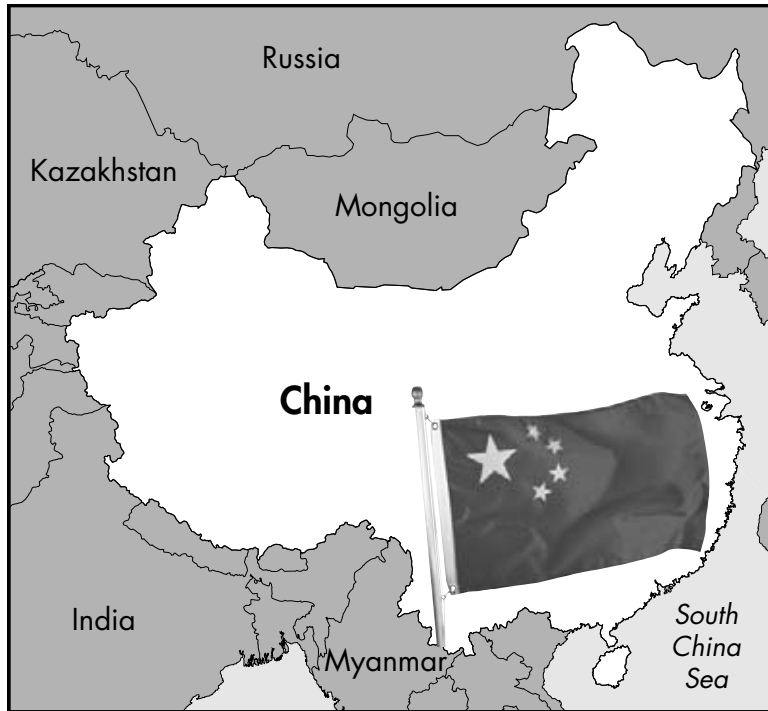
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China's cities are crowded with people.

## China: An Amazing Country!

If you were to travel west to the edge of the Pacific Ocean, you'd come to Asia. Asia is the largest continent on the planet, with more land and people than anywhere else in the world. Asia is also home to one of the biggest, most diverse countries in the world—China.

China has an incredible mix of people, landscapes, and wildlife. It is the third largest country in the world (only Russia and Canada are bigger). And it has the largest population in the world. In fact, one out of every five people in the world live in China—that's more than 1.3 billion people!

### Do You Know?

China has more than 1,500 rivers—including some of the biggest rivers in the world. The longest river in China is the Yangtze (yank-SEE), which is the third longest river in the world. (Only the Amazon River in South America and the Nile River in Africa are longer!)



Gobi Desert



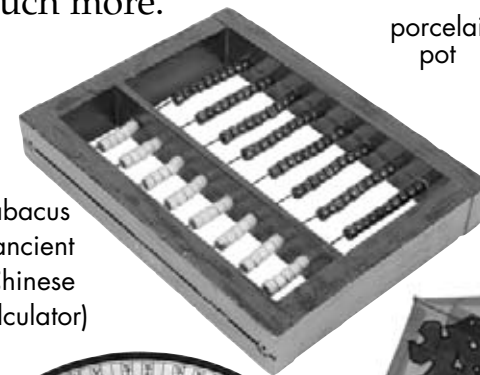
Yangtze River



rice paddy

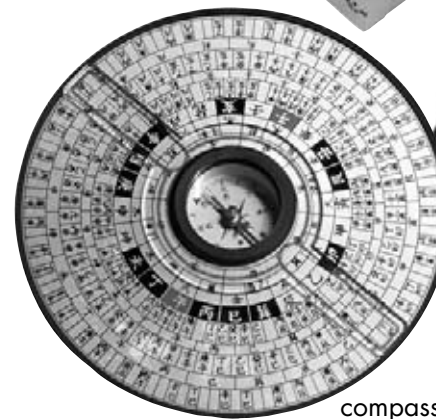
China is also a country alive with art, music, dance, food, and celebrations. And it's known for amazing cultural sites—from temples and palaces to statues, canals, and the longest hand-built wall in the world.

The Chinese also have a long, rich history of learning and inventing. They were the first people to make and use paper, ink, writing, silk cloth, printing, kites, **porcelain**, gunpowder, the compass, and much more.



abacus  
(ancient  
Chinese  
calculator)

porcelain  
pot



compass



kite





## The Great Wall of China

More than 2,000 years ago, the first emperor of China, Qin Shi Huangdi (Chin Shih Hwong-DEE), started building the Great Wall. It was designed to keep hostile tribes from invading China. The Great Wall, which was mostly built by slaves, is the longest wall in the world. It's also the largest structure ever built by hand. It is more than 6,437 kilometers (4,000 miles) long. It was built wide enough so as many as 10 soldiers could march side by side when they patrolled the countryside. It's so big, it can be seen from a space shuttle orbiting Earth! Although parts of the Great Wall are crumbling, you can still see many of the more than 20,000 watchtowers that served as lookout points thousands of years ago. The Great Wall crosses northern China between the east coast and northcentral China.

## Wild China

One thing that makes China special is that it has many different kinds of natural places. There are rugged mountain peaks, rocky deserts, tropical forests, and lush valleys.

And because China is such a big country with so many different habitats, it has many different kinds of living things. There are giant pandas in the bamboo forests of central China. There are tigers and monkeys in the tropical forests in the south. And there are all kinds of animals and plants that live in and near China's many rivers and streams—including the giant salamander.



On the Li River

## Giant Panda

The Chinese people are so proud of the giant panda that these animals have become a symbol of their country.

Giant pandas live in the steep bamboo forests of China, feeding almost nonstop on these tall, quick-growing grasses. Many pandas will spend more than 16 hours a day eating bamboo, or about 10,000 pounds in a year.



Scientists attempt to breed pandas in captivity to preserve the species.

Unfortunately, China's population has grown so quickly that many plants and animals are losing their habitats. For example, scientists say there are fewer than 1,600 pandas left in the wild. The bamboo forests where pandas live are being cut down for farming and houses.

## Celebrating China: From Dragons to Food

In addition to many natural treasures, China has a rich **culture** filled with special celebrations, art, music, dance, sports, and food. If you visit China, one of the first artistic things you might notice is the writing. The official language of China is **Mandarin**, which uses more than 6,000 characters instead of the 26-letter alphabet used in the English language. Each character stands for a word or a part of a word.



### Chinese Characters

Here are the Mandarin characters for:

fire

火

mountain

山

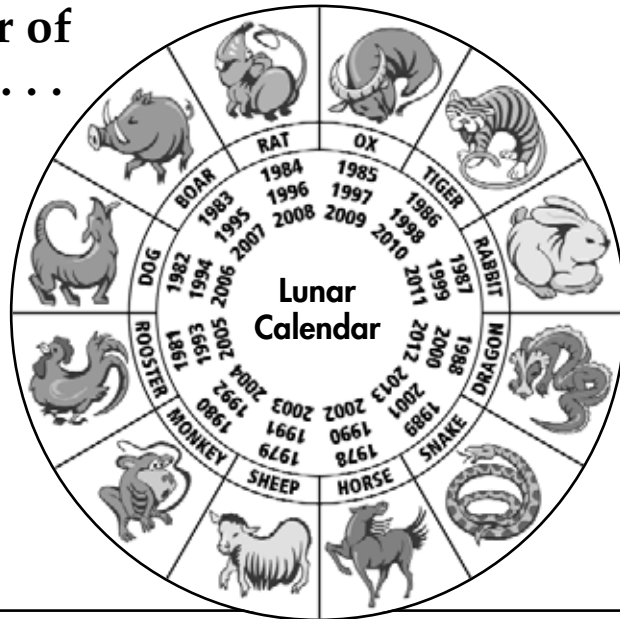
forest

森

woman

女

## Year of the ...



Each Chinese year is named after one of 12 animals. It repeats every 12 years. Look at the calendar to find the animal name for the year you were born.

If you visit in late January or early February, you might be lucky enough to take part in the celebration of the New Year. This is one of China's most important festivals and is celebrated throughout the country.

To celebrate the New Year, people take part in colorful parades, wearing bright costumes and often dressing up as dragons. The dragon is a sign of good luck in China. Fireworks are also a big part of the festivities.



Many people ride bikes to get around China's congested cities.

Sports are also important to the Chinese. You'll probably see a lot of people playing table tennis (Ping-Pong™). The Chinese are some of the best table tennis players in the world! You'll also see a lot of bike riders, since most people get around by bike.

Food and Chinese culture go hand in hand. If you've eaten in a Chinese restaurant, then you know that there are many flavors and spices that make Chinese food special. Different regions of China are known for different kinds of food. For example, food from southwestern China is very spicy and often uses chili pepper oil. You might also notice that the Chinese only use two **utensils**: chopsticks and a soup spoon.



The Chinese eat a lot of rice. Rice is grown in flooded fields called **paddies**. In many parts of China, rice is served with all meals and is an important part of the Chinese diet. You'll also see people eating noodles, soups, fish, soybeans, and other foods.



### Do You Know?

The Chinese eat three times more fish than Americans. In fact, the average person in China eats more than 20 kilograms (45 lbs) of seafood each year.

A fish market



Tiananmen Square, also called Gate of Heavenly Peace

### China: Past, Present, and Future

China has a long and rich history, which has helped shape the country today. Most **historians** think the country was settled more than 5,500 years ago—making China one of the earliest **civilizations** in the world that is still thriving today.

The capital of China is Beijing (BAY-jing). It is a city of almost 14 million people. Beijing is the center of government. It is also known for its many tourist sites, like Tiananmen (TEEAHN-un-men) Square, also named the Gate of Heavenly Peace—a large square in the city's center that is used for special events.

China also has many other thriving cities. Shanghai (shang-HI) is the largest city in China and one of the biggest ports in the world. And Hong Kong, in the southern part of China, is a major business center known for its many shops and markets.

Even though many of China's more than a billion people live in cities, most people still live in rural towns and villages. Many of them farm or herd sheep and goats in the grasslands.



Gantou village

## Land of the Silk Moth

Most of the world's silk is produced in China. Silk comes from the caterpillar of a silk moth—the only **domesticated** insect in the world. The caterpillar spins a silken cocoon, and people harvest the silk threads from the cocoon. The Chinese discovered silk about 2640 b.c. and kept it a secret for almost 3,000 years.



Today, China has the second largest **economy** in the world. It is a leader in making and selling many products to other countries—from toys to televisions and textiles, such as silk. It also has a huge tourist industry and was picked to host the 2008 Olympics in Beijing.

| China's Top Exports              |      |           |          | %<br>change |
|----------------------------------|------|-----------|----------|-------------|
| Type of Goods                    |      |           |          |             |
| Electrical machinery & equipment | 2002 | 65,119.4* |          | 36.6        |
|                                  | 2003 |           | 88,977.6 |             |
| Power generation equipment       | 2002 | 50,815.5  |          | 64.3        |
|                                  | 2003 |           | 83,468.9 |             |
| Clothing                         | 2002 | 36,570.0  |          | 25.1        |
|                                  | 2003 |           | 45,759.2 |             |

\*Numbers in millions of dollars

SOURCE: PRC General Administration of Customs, China's Customs Statistics

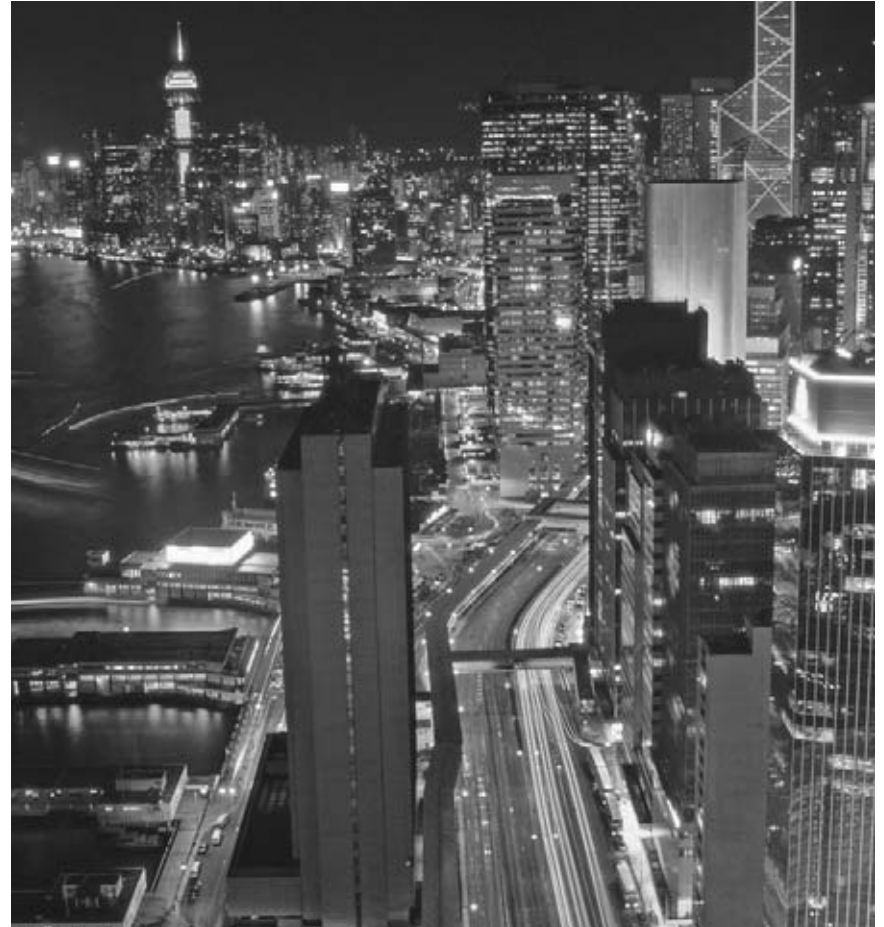


Hu Jintao, left, China's president in 2004, votes in 2002 for a policy that will make China's economy grow.

But China faces big challenges. Recent reforms by the **Communist government** mean more private businesses will grow. The move away from a system where everyone works for the government means China has many unemployed workers. The “opening up” of the economy is expected to be better in the long term, but this kind of change does not come easily.

### Do You Know?

The Communist government discourages religion, so most people do not belong to a church or other religious institution. However, many people believe in the teachings of Buddhism, Taoism, and other religious thinking that promotes harmony and compassion.



Hong Kong at night

As China's population grows, people will need more water, energy, food, and other resources. The country faces the challenge of providing enough jobs and resources for its population while still protecting the environment and people's rights.



## Glossary

|                             |                                                                                                                            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>civilizations</b>        | organized societies with advanced culture (p. 14)                                                                          |
| <b>Communist government</b> | form of government where the state plans and controls the economy; emphasis is on the whole and not the individual (p. 17) |
| <b>culture</b>              | ideas and customs of a certain group of people that are passed on to future generations (p. 10)                            |
| <b>domesticated</b>         | raised to be used by people (p. 16)                                                                                        |
| <b>economy</b>              | a system of managing a country's wealth (p. 16)                                                                            |
| <b>historians</b>           | experts on history (p. 14)                                                                                                 |
| <b>Mandarin</b>             | main language spoken in China (p. 10)                                                                                      |
| <b>paddies</b>              | fields that are flooded to grow rice (p. 13)                                                                               |
| <b>porcelain</b>            | hard, white, very delicate clay (p. 6)                                                                                     |
| <b>utensils</b>             | something used to eat or serve food (p. 12)                                                                                |

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Name \_\_\_\_\_

**INSTRUCTIONS:** Find the main ideas for the chapters below and record them on the chart. You will need to look through the whole chapter to figure out the main ideas. Then look for the most important details that support each main idea and record them in the details column.

| Chapter              | Celebrating China:<br>From Dragons to Food | China:<br>Past, Present, and Future |
|----------------------|--------------------------------------------|-------------------------------------|
| Main<br>Idea         |                                            |                                     |
| Important<br>Details |                                            |                                     |



Name \_\_\_\_\_

**INSTRUCTIONS:** Write the contraction formed by joining each word.

word + word = contraction

you + would = \_\_\_\_\_

he + is = \_\_\_\_\_

they + are = \_\_\_\_\_

we + have = \_\_\_\_\_

you + will = \_\_\_\_\_

she + is = \_\_\_\_\_

you + have = \_\_\_\_\_

we + would = \_\_\_\_\_

you + are = \_\_\_\_\_

he + will = \_\_\_\_\_

# Famous First Ladies

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 837*



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# Famous First Ladies



Written by Linda Johns

[www.readinga-z.com](http://www.readinga-z.com)

# Famous First Ladies



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Cover: First Lady Jacqueline Kennedy in the White House

Back cover: Hillary Rodham Clinton is sworn in as U.S. Senator from New York as daughter Chelsea looks on.

Title page: A young Eleanor Roosevelt

Table of Contents: Eleanor Roosevelt during World War II

Famous First Ladies  
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First Lady Laura Bush in 2004

## What Does a First Lady Do?

The First Lady of the United States is the wife of the president. Being First Lady isn't an ordinary job. First Ladies don't get paid. First Ladies also are very much in the public eye. This gives them the chance to talk to many Americans about causes or projects they believe in.

### Do You Know?

**Q:** When a woman is elected president of the United States, what will her husband be called?

**A:** The First Gentleman

Over the years First Ladies have worked hard to help the poor; improve the environment, schools, and libraries; and enrich the lives of thousands of children.

Some First Ladies are better known than others. Many famous First Ladies have been more active and outspoken than the rest.

This book is about three of the most influential First Ladies. You are about to meet Eleanor Roosevelt, Jacqueline Kennedy, and Hillary Rodham Clinton.



Eleanor Roosevelt



Jacqueline Kennedy



Hillary Clinton

### Do You Know?

When George Washington was president, people weren't sure what to call his wife, Martha. One day, a crowd greeted Martha Washington with shouts of, "Long live Lady Washington!" Shortly after, the term First Lady began to be used. It was added to the dictionary in 1934.



Eleanor Roosevelt talks politics.

### Eleanor Roosevelt

**President:** Franklin D. Roosevelt

**Year Elected:** 1932

**Years in White House:** 1933–1945

**First Lady quote:** *No one can let you feel inferior without your permission.*

One of the most powerful First Ladies was Eleanor Roosevelt. Her husband, Franklin Roosevelt, was president during a difficult time in America. They moved into the White House during the Great Depression of the 1930s, when many people were out of work.

They stayed through the mid-1940s, when the United States was in the middle of World War II.



## Singing in Washington

In 1939, the famous singer Marian Anderson was supposed to sing at Constitution Hall in Washington, D.C. However, the group called the Daughters of the American Revolution, who owned the hall, banned her from singing there. Their reason: she was African-American. Eleanor Roosevelt resigned in protest from the group after the display of **discrimination**. She then invited Anderson to sing at the Lincoln Memorial, where 75,000 people saw the concert. Millions more heard Anderson's beautiful voice on the radio.



Marian Anderson sings at the Lincoln Memorial

Eleanor worked hard all her life, even though she was born to wealthy parents. She worked as a reporter and as a **humanitarian**, giving to people who needed her help. She was the first First Lady to travel all over the world. She shared her experiences with President Roosevelt, and he learned about the hardships people were facing.

She went to visit soldiers in war zones in England and the South Pacific during World War II. She met thousands of injured soldiers and spent time talking with them while they were recovering.



Eleanor Roosevelt pins a medal on a soldier.

Eleanor Roosevelt was the first First Lady to become heavily involved in politics. Because of her involvement in world affairs, she was known as the First Lady of the World. In 1945, her husband died of **polio**, a disease that he had suffered from during his presidency.



Jackie Kennedy rides horses with her children.

## Jacqueline Kennedy

**President:** John F. Kennedy

**Year Elected:** 1960

**Years in White House:** 1961–1963

**First Lady quote:** *There are many little ways to enlarge your child's world. Love of books is the best of all.*

Jacqueline Kennedy grew up in New York. She loved riding horses and continued to ride throughout her life. She graduated from Vassar College. She worked as a photographer for a Washington, D.C., newspaper. Publishing would always be a part of her life.

Jackie met a young man named John “Jack” Kennedy in 1952. He told her he would be president of the United States one day. A year later, he was a U.S. senator. They married in 1953. He was elected president in 1960. The Kennedy family moved into the White House with their two children, Caroline, who was three years old, and John Jr., who was just a baby.



The Kennedy family on the White House lawn



Jackie Kennedy, in her first portrait as First Lady

When Jackie Kennedy was First Lady, she invited all of America to see the White House. A CBS television camera crew followed Jackie Kennedy on a personal tour of the White House in 1961.

She worked to restore the White House as a kind of museum, sharing its rich history with everyone. The First Lady also promoted arts such as painting and dance. Americans came to love Jackie Kennedy for her style, sense of fashion, and gracious manners.

In 1963, President Kennedy was **assassinated**. Jackie's courage during the tragedy won her the admiration of the world. From 1978 until her death from cancer in 1994, the former First Lady lived and worked in New York City.



Jackie Kennedy and her children attend her husband's funeral.



Hillary worked to get her husband, Bill Clinton, elected president.

## Hillary Rodham Clinton

**President:** William Jefferson Clinton

**Year Elected:** 1992

**Years in White House:** 1993–2000

**First Lady quote:** *There cannot be true democracy unless women's voices are heard.*

Hillary Rodham was going to law school at Yale University when she met a law student named Bill Clinton. They married after law school and moved to Little Rock, Arkansas. Hillary Clinton worked as an attorney and taught at the University of Arkansas law school. Bill Clinton also taught law and later was elected governor of Arkansas. For 12 years, Hillary was First Lady of the state of Arkansas.

As First Lady of the United States, Hillary Clinton worked hard for better health care for all Americans. She made speeches about how important it was for children to have **immunizations**. She helped raise money for health projects.

President Clinton asked Hillary Clinton to lead the Task Force on National Health Care Reform. She was the first First Lady to have an official government position during her husband's presidency.



Hillary Rodham Clinton pushed for health care reform.



Hillary Clinton gets sworn in as a U.S. senator from New York.

Hillary Clinton had been interested in politics in her youth. Many people say that her time as First Lady was more **influential** than that of other First Ladies.

She did a lot to shape her husband's policies and didn't work behind the scenes like some other First Ladies.

In 2000, Hillary Rodham Clinton was elected United States senator from New York. She is the first First Lady elected to the U.S. Senate.

## Glossary

|                       |                                                               |
|-----------------------|---------------------------------------------------------------|
| <b>assassinated</b>   | when someone famous is murdered for political reasons (p. 12) |
| <b>discrimination</b> | bias in the treatment of a person or group (p. 7)             |
| <b>humanitarian</b>   | a person who helps people (p. 8)                              |
| <b>immunizations</b>  | shots that protect people from diseases (p. 14)               |
| <b>influential</b>    | having the power to shape events (p. 15)                      |
| <b>polio</b>          | a viral disease that attacks the brain and spinal cord (p. 8) |

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Name \_\_\_\_\_

**INSTRUCTIONS:** Use the book to complete the chart.

|                                                          | Eleanor<br>Roosevelt | Jacqueline<br>Kennedy | Hillary Rodham<br>Clinton |
|----------------------------------------------------------|----------------------|-----------------------|---------------------------|
| Who was her<br>husband?                                  |                      |                       |                           |
| How many<br>years did she<br>live in the<br>White House? |                      |                       |                           |
| What did she<br>do as<br>First Lady?                     |                      |                       |                           |
| What did she<br>believe in?                              |                      |                       |                           |
| What does her<br>quote tell<br>about her?                |                      |                       |                           |

Name \_\_\_\_\_

**INSTRUCTIONS:** Use the words at the top of the page to complete the sentences.

|              |           |              |               |
|--------------|-----------|--------------|---------------|
| president    | Americans | influential  | discriminated |
| humanitarian | polio     | assassinated | politics      |
|              |           |              | publishing    |

1. Hillary Clinton is said to have been more \_\_\_\_\_ than any other First Lady.
2. Not every \_\_\_\_\_ has had a First Lady.
3. Many First Ladies work to help needy \_\_\_\_\_.
4. Eleanor Roosevelt was a \_\_\_\_\_, or a person who helped other people.
5. First Lady Jacqueline Kennedy's husband was killed, or \_\_\_\_\_, when he was president.
6. First Lady Eleanor Roosevelt traveled around the world because her husband was disabled by \_\_\_\_\_.
7. Hillary Clinton has been interested in \_\_\_\_\_ since she was a young woman.
8. Jacqueline Kennedy's love of books led her to a job in \_\_\_\_\_.
9. Eleanor Roosevelt resigned from the Daughters of the American Revolution because they \_\_\_\_\_ against an African-American singer.

# Mystery at Camp White Cloud

A Reading A-Z Level Q Leveled Reader

Word Count: 1,003



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# Mystery at Camp White Cloud



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## Frankie, Gil, and Angela

Frankie looked over the book she was reading to see a group of children choosing teams on the soccer field. Behind them stood a brown wooden arch with the faded words “Welcome to Camp White Cloud.”

Frankie (short for Francis, which she disliked) had arrived yesterday, along with 199 other campers, to spend two weeks in the mountains of Colorado.



"Hey Frankie! How's it going?" came a voice from behind her.

"Oh, hi Gil. I'm fine. How are you?" Gil was the first camper Frankie had met yesterday.

A loud cheer interrupted them. A tall girl wearing a Camp White Cloud T-shirt was jumping up and down, celebrating the goal she scored.

"Have you met Angela Hansen yet?" Gil asked.

"She's in my cabin. Everybody knows her," Frankie answered.



Gil thought for a moment. "You know, it must be great to be Angela. Her dad is Camp Director. She gets to play all summer."

"Yeah, but he's always busy running the camp. She probably doesn't see her dad much," Frankie said.

A bell suddenly chimed, and the soccer game stopped.

"Lunch, let's go eat—I'm starving!" Gil said as he jumped up from the rock.





### Bump Goes the Night

That night, Frankie lay on her bunk after lights out. She thought of the story of Old Man Looper that Angela told earlier.

Looper was a miner who hoped to find a fortune in gold in the area's mountain streams. Unfortunately, he had little luck and started talking only to himself and his mule. One day, he mysteriously disappeared; Angela said he'd haunted the camp ever since.

Frankie didn't believe the story. *It was just meant to scare new campers*, she thought, as she drifted off to sleep.



"WHAT WAS THAT?!" a voice called out.

Frankie shot up in her bunk.

"Shhh! Listen!" someone whispered from a lower bunk.

Hearing a twig snap, Frankie caught a glimpse of a shadow outside the cabin.

"Hey, Michiko! I think it's coming toward your window!" Frankie whispered urgently.

"I don't see anything," Michiko answered.

Everyone in the cabin held their breath. Frankie could faintly see Angela's bunk; she couldn't believe Angela was sleeping through this.

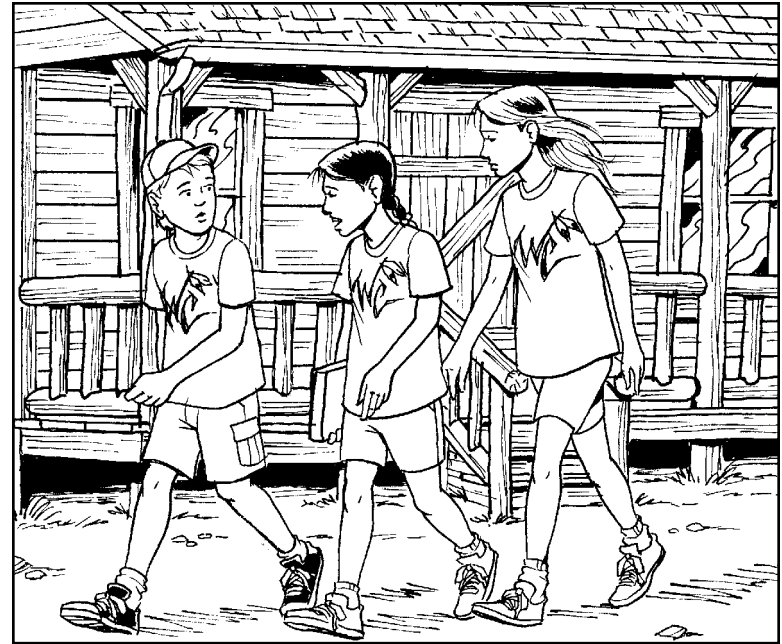
"Where is it now?" Frankie asked.

"I think it's moving away from us," Michiko said.

"Toward the boys' cabin?" Frankie asked.

"I think so," Michiko said.

After a few more questions, everyone quieted down. The image lurking outside the cabin frightened Frankie, but it also raised questions—the big one being: Why would someone, or something, be outside their cabin at this hour?



### **First Warning**

"Hey, Gil, did you boys see anything last night?" Frankie asked after breakfast.

"Yes! It was crazy. We all saw something sneaking around our cabin, scratching and moving around," Gil answered.

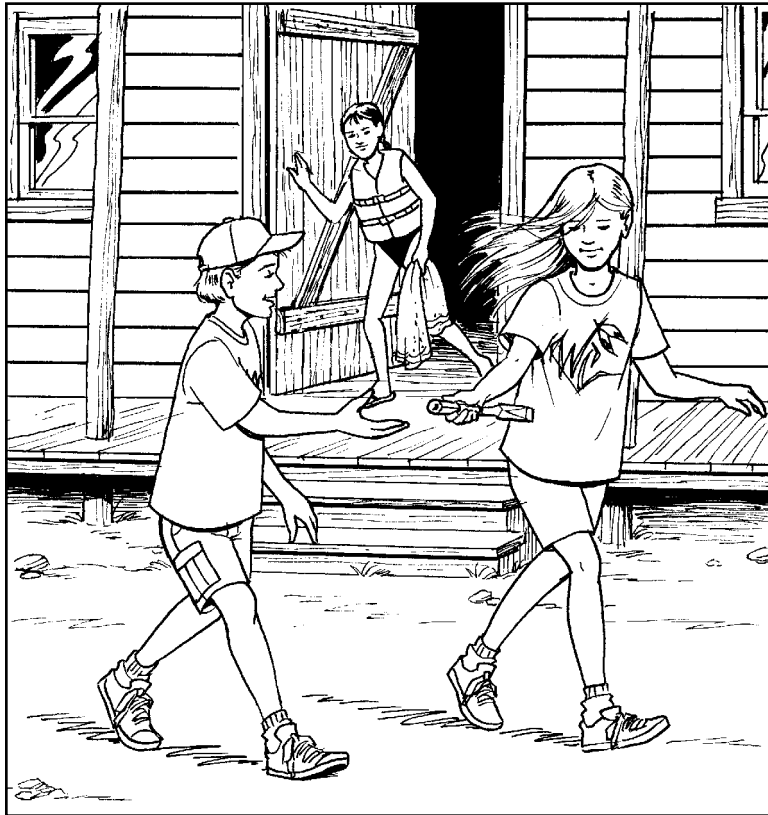
"So, what do you think it was?" Frankie continued.

"I really don't know," he said. "What do you think, Angela?"

"I was asleep, but it had to be Old Man Looper," Angela said. "He shows up every summer."

Still, Frankie refused to believe it was Looper.

A bell signaled morning activity time. Angela and Gil went to woodworking class, and Frankie went to kayaking class.



Walking back to the cabin after kayaking, Frankie heard loud voices ahead of her.

"Come over here, you guys! Look at this!"

Carved roughly into the wooden planks were the words: "THIS IS NOT YOUR HOME! LEAVE NOW!"

"Okay, now I'm really starting to worry," Michiko admitted.

"Me, too," Frankie said quietly.



## Last Chance

The next morning during cabin clean-up time, Frankie heard excited voices coming from the dining hall.

When Frankie arrived at the building, she let out a gasp. Inside the dining hall was a mess, and one wall was carved with “LAST WARNING! LEAVE NOW!”



Frankie was surrounded by excited voices and questions.

“Who did this?”

“Do you think it’s Looper?”

“Why would he want us gone?”

The voices quickly faded as Director Hansen entered the dining hall.

“Okay, okay, campers, back to your cabins. I know you’re all concerned, but I’ll figure out what’s going on.”







### Camp Calamity

Later, as Frankie's cabin-mates ate dinner, Michiko asked, "Has anyone seen Frankie or Gil?"

No one had seen them since they were ordered back to their cabins. Suddenly, the loudspeakers crackled to life. The campers yelped in surprise; it was already creepy being in the dining hall after what had happened to it.

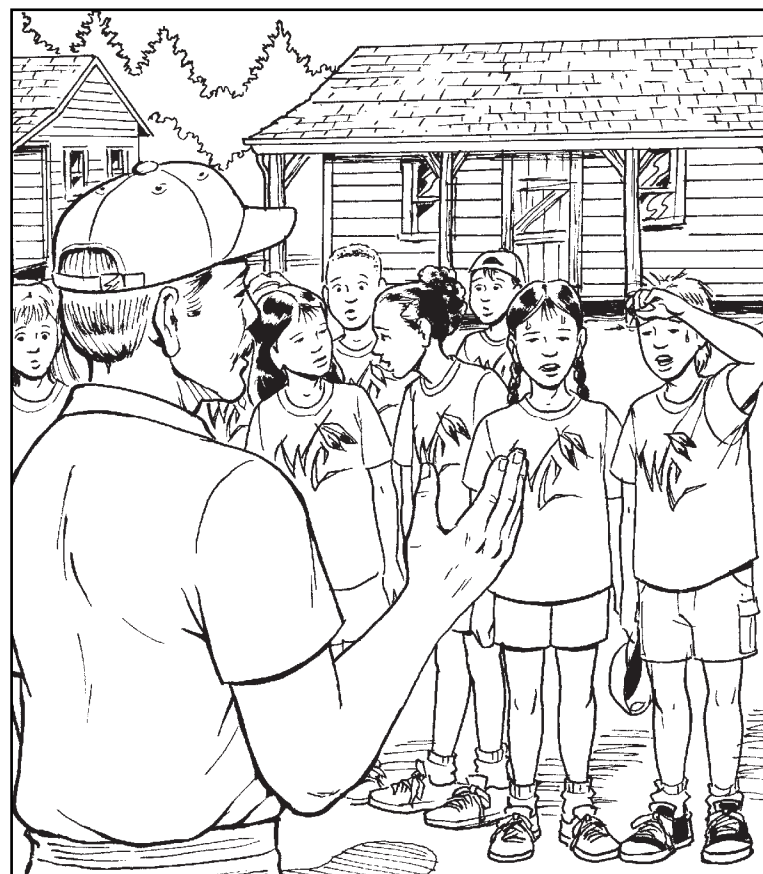
"Attention, campers, there will be a mandatory all-camp meeting in 10 minutes."

Word spread quickly that Frankie and Gil were missing.

Ten minutes later, Director Hansen spoke gravely. "For the first time in its 40-year history, Camp White Cloud will be closing early."

"WAIT, DIRECTOR HANSEN!"

All heads turned to see Frankie and Gil sprinting toward them.

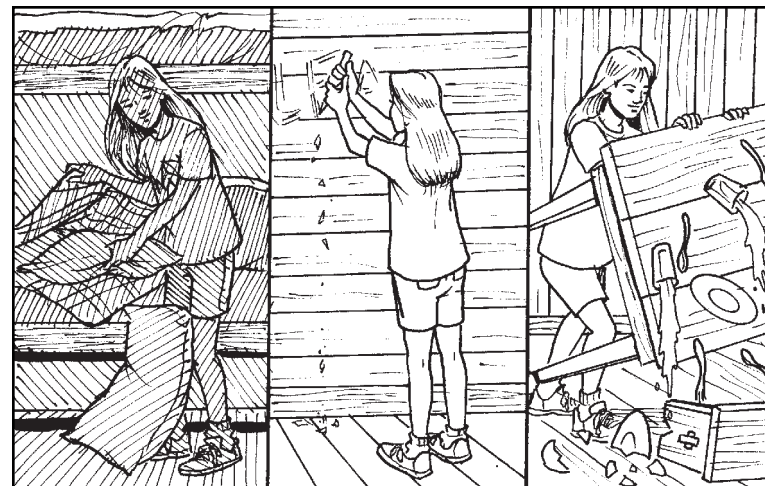




"Frankie! Gil! Where have you been?" asked Director Hansen.

Frankie walked up to Director Hansen and whispered in his ear. After a few moments, Director Hansen straightened up.

"White Cloud Campers," he began. "I have some great news! Thanks to Frankie and Gil, Camp White Cloud stays open!"



## Epilogue

In his office, Director Hansen asked Frankie how she and Gil figured out that it was Angela who frightened everyone.

"I remembered Angela didn't wake up when the prowler came," Frankie said. "She must have stuffed her sleeping bag with pillows."

"And Angela left woodworking early; she said she was feeling sick," Gil said.

"The dining hall—she must have done that by sneaking out while everyone was sleeping," Frankie said.

"Then we went looking for clues and found a letter addressed to you, sir, in her woodworking box," Frankie said. "That's when we really realized how upset she was."

Angela looked up at her father. "Daddy, I'm so sorry. I know it was wrong."

"Oh, Angela, I'm sorry, too," Director Hansen said.

Angela continued with tears in her eyes, "I know how important you are to all of these campers, but I just couldn't stand not getting time with you any more."



"It's okay—it's a good thing we had detectives like Frankie and Gil to solve the case."

Name \_\_\_\_\_

**INSTRUCTIONS:** Before reading the book, fill in the first column with your prediction. When you pause during reading *Mystery at Camp White Cloud*, fill out the middle column with changes in your prediction or write none if your prediction was correct. When finished, write what actually happened in the third column.

| What I predict<br>will happen | Changes in my<br>prediction | What actually<br>happened |
|-------------------------------|-----------------------------|---------------------------|
|                               |                             |                           |

Name \_\_\_\_\_

**INSTRUCTIONS:** Write Angela's problem in the top box, and write three possible solutions on the lines below it. Write at least one good point and one bad point about each solution. On the bottom, choose the solution you think would be best for Angela, and then write what you think the result of that solution will be.

| Problem            |                                                                                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                                                                                                                                                                                                          |
| Possible Solutions |                                                                                                                                                                                                                                                          |
| 1. _____           | <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div>           Good _____<br/>           Bad _____         </div> </div>   |
| 2. _____           | <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div>           Good _____<br/>           Bad _____         </div> </div> |
| 3. _____           | <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div>           Good _____<br/>           Bad _____         </div> </div> |
| Chosen Solution    | Result                                                                                                                                                                                                                                                   |
|                    |                                                                                                                                                                                                                                                          |



Name \_\_\_\_\_

**INSTRUCTIONS:** In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized for proper nouns, and use a blue pencil to circle the letters that should be capitalized because they are at the beginning of a sentence.

"frankie! gil! where have you been?" asked director hansen.

frankie walked up to director hansen and whispered into his ear. after a few moments, director hansen straightened up.

"white cloud campers," he began. "i have some great news! thanks to frankie and gil, camp white cloud stays open!"

epilogue

in his office, director hansen asked frankie how she and gil figured out angela frightened everyone.

"i remembered angela didn't wake up when the prowler came," frankie said. "she must have stuffed her sleeping bag with pillows."

"and angela left woodworking early; she said she was feeling sick," gil said.

"the dining hall—she must have done that by sneaking out while everyone was sleeping," frankie said.

# The Footprint

A Reading A-Z Level Q Leveled Reader

Word Count: 966



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# The Footprint



Written by Lynn Fulton

Illustrated by Marilee Harrauld-Pilz

[www.readinga-z.com](http://www.readinga-z.com)

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Written by Lynn Fulton  
Illustrated by Marilee Harrauld-Pilz

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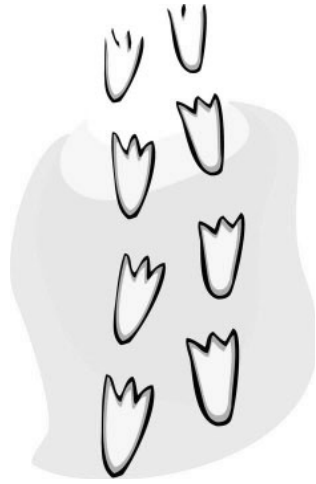
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



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| Jared Solves the Mystery..... | 17 |
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## A Dull Day

It was Saturday morning, and Angie and Jared were already bored. Their mother had gone to work, their father was busy cleaning the house, and their older sister, Sara, was getting ready for a **diving** trip to Mexico.





"Where's my **snorkel**?" Sara shouted.  
"Where's my mask?"

Jared shrugged and Angie sighed. "Sara gets all the fun," Jared said. "We never get to go anywhere."

Then their little brother, Benjamin, came stomping in from the kitchen, trailing his blanket behind him. "YARGH!!" he yelled. "I'm a MONSTER! Act scared!"

But Angie and Jared were tired of acting scared for Benjamin. He was always playing monster.

"Come on, Jared," said Angie. "Let's get out of here before Dad makes us baby-sit."







### The Footprint

They decided to go exploring by the creek that ran behind their apartment building. As they walked along the **bank**, Jared saw a strange **imprint** in the mud. "Hey, Angie, look at this!"

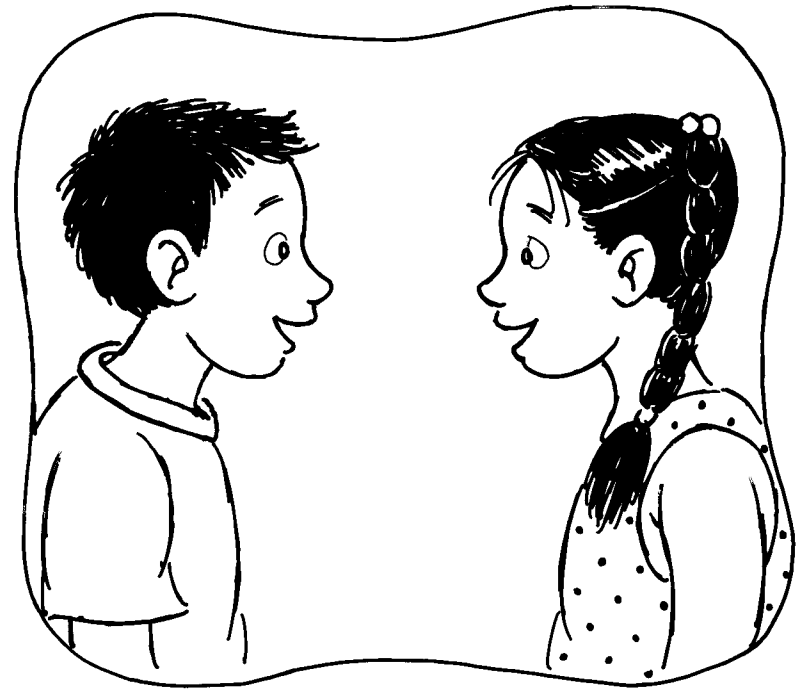
They both stared at the print, shaped somewhat like a narrow fan.

"Something with **webbed** toes made this," Angie said. "That must mean it lives in the water."

"It's way too big to be a duck," said Jared. "And look, here's a mark that looks like its tail is dragging in the mud."

"Maybe it's a completely new kind of animal," Angie said.

"Or maybe it's a **fossil**—a dinosaur print!" Jared exclaimed.



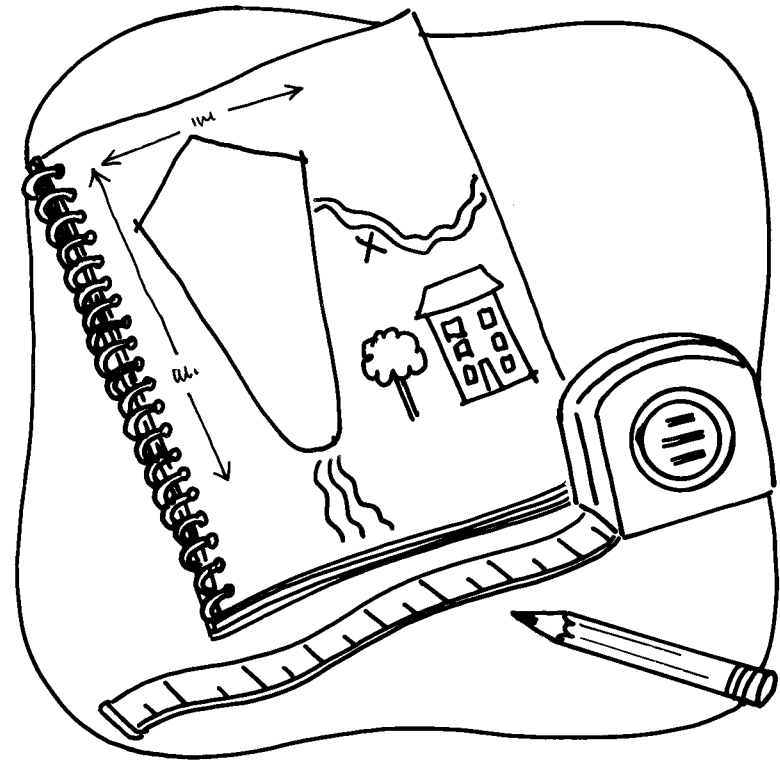


Jared picked up a stick and poked at the dried mud. The stick broke. "See, this mud is hard. It's **petrified!**"

Angie looked doubtful. "It's just dry because it hasn't rained for weeks."

"You think some living **creature** made this?" Jared asked. "That's pretty scary. Suppose it comes after us?"

"Well," said Angie, "we'd better **investigate!**"



### Is It a Dinosaur?

Angie and Jared ran home and came back with a notebook, pencil, and tape measure. Jared measured the length and width of the footprint, while Angie drew a sketch of it and the tail marks behind it.

"We should also make a map of where the creek is and where we found the print," she said. "Then we'll go to the library."

But when they stepped into the city library with their map and drawing, they felt overwhelmed. So many shelves of books, all the way to the ceiling—they did not know where to begin.

“Can I help you?” asked a librarian.

Jared nudged Angie, and she stepped forward to explain what they were looking for. “My brother thinks this is a dinosaur print,” she ended by saying, “but I think it might be some kind of water bird.”

“I believe some dinosaur footprints were recently **discovered** in Utah,” said the librarian. “We’ll see if they’re anything like your print.”



The librarian led them to a computer and typed in a website address. “Here’s the site,” she said. “See if this helps; then come to me if you have any more questions.”

Jared and Angie crowded up to the computer screen. They read about dinosaur prints that were found when a top layer of earth was turned over.

“But our print was right there on the surface,” said Jared. “That means it can’t be a fossil, after all. Maybe it’s a bird, like you thought.”

“Maybe,” Angie agreed.



Susan Lamb exposes dinosaur tracks in the Painted Desert of Arizona.

## Is It a Bird?

They went back to the librarian.

"Where can we find out about birds?" Angie asked. The librarian pointed to an old man sitting at a table, surrounded by books.

"You're in luck," she whispered. "That's Professor Featherwhite; he's an **expert** on water birds. I'm sure he'll be interested in your footprint. I'll introduce you."



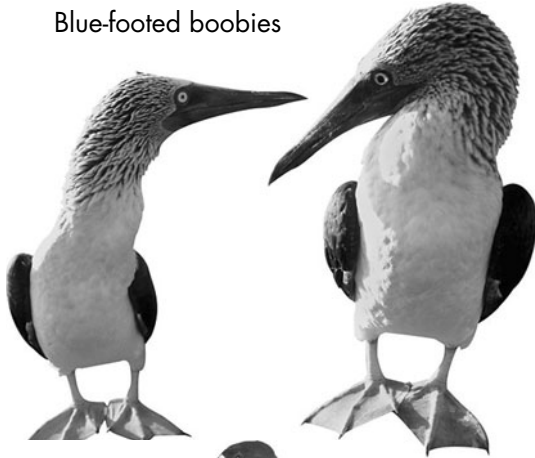
The professor looked closely at Angie's drawing and made a clucking noise.

"Hmm, hmm. Very unusual. I don't know of any birds in this area that could have made that print. It's quite large, but perhaps a migratory bird from some faraway place . . ."

"Got blown off course?" asked Jared, finishing the professor's sentence.

"Well, yes, possibly," said the professor. "Here's a book that might help you. Good luck!"

Blue-footed boobies



Chinstrap penguin



Canada goose



Red-bellied tree duck

It was a large book, full of pictures, and so heavy that Angie and Jared had to take turns carrying it home. They took the book straight to Angie's room and **pored** over page after page of birds with webbed feet. But nothing looked right.

"I don't think we'll find any bird big enough to leave a print like that," said Jared. "And besides, what about the tail marks?"

"It could be a bird with a long tail, like a peacock," said Angie.

"Peacocks aren't water birds!" cried Jared.

"Oh, well, maybe we've discovered the new water-peacock," Angie said.



Suddenly there was a banging on the door.

"Let me in! Let me in!"

It was Benjamin.

## Jared Solves the Mystery

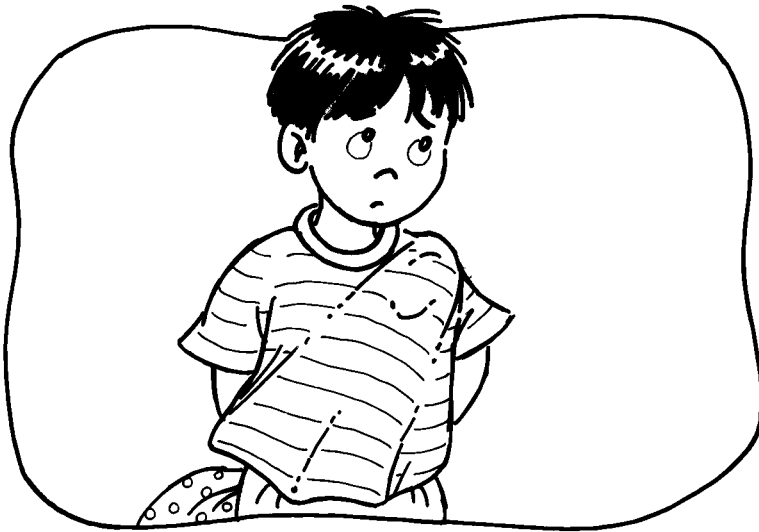
Angie opened the door, and Benjamin tumbled in, clutching something under his shirt. They could hear Sara running down the hallway outside. "Come back here!" she yelled. "Give me my fin!"

"Benjamin," Angie said sternly, "Are you stealing Sara's **swim fins** again?"

Jared closed the door. "Angie—that's it!"

"What?"

"Sara's fin made our footprint! Give it to me, Ben!"



"Oh, no—of course!" Angie said, slapping her forehead, while Benjamin pulled the fin out from under his shirt.

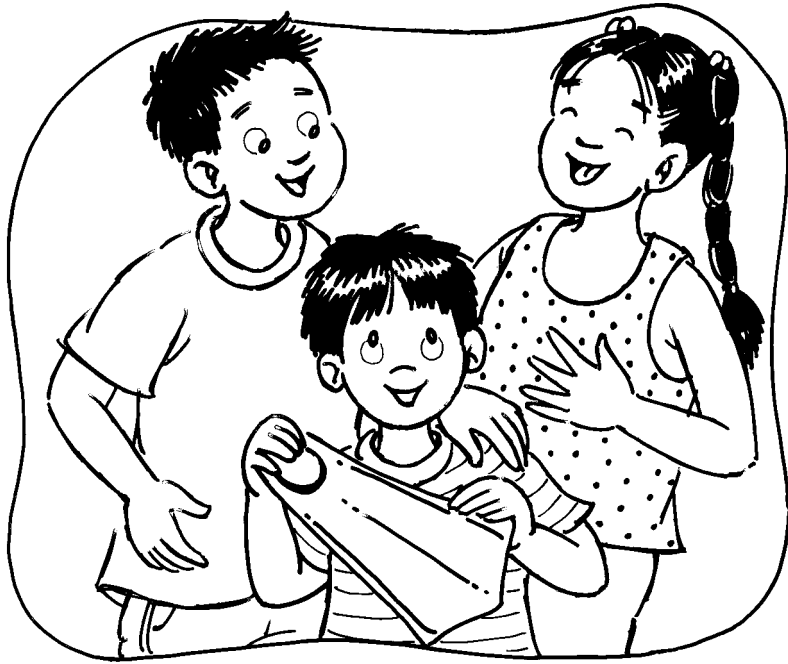
"Ben, were you down by the creek awhile ago?" Jared asked.

"Nooooo." Ben said innocently. "Well, a long time ago."

Meanwhile Angie measured the fin and compared it to their drawing and notes. "You're right, Jared—it's an almost perfect fit." Then she noticed the blanket tucked into Benjamin's shorts. "The tail marks must have been his blanket!"







Benjamin grinned up at them. "You mean you found my monster print?"

Angie and Jared looked at each other and laughed.

"First we thought it was a dinosaur," said Jared.

"Then we thought it was a bird," said Angie. "But now we know it was the scariest monster in the whole world!"

And she gave Benjamin a hug.

## Glossary

|                    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| <b>bank</b>        | a steep, sloping area, often on the side of a river (p. 7)                                             |
| <b>creature</b>    | any living animal, such as a mammal, bird, or insect (p. 9)                                            |
| <b>discovered</b>  | found out (p. 11)                                                                                      |
| <b>diving</b>      | swimming beneath the water (p. 4)                                                                      |
| <b>expert</b>      | person with special knowledge of a subject (p. 13)                                                     |
| <b>fossil</b>      | the remains of plants or animals that were quickly sealed off from air and moisture after death (p. 8) |
| <b>imprint</b>     | a mark made on the ground by pressure (p. 7)                                                           |
| <b>investigate</b> | to study a situation in order to learn the truth (p. 9)                                                |
| <b>petrified</b>   | plant or animal matter changed into stone, or something like stone (p. 9)                              |
| <b>pored</b>       | read with great attention (p. 15)                                                                      |
| <b>snorkel</b>     | a short tube held in the mouth that is used to breathe underwater (p. 5 )                              |
| <b>swim fins</b>   | flipper-like shoes worn on the feet to imitate fish fins (p. 17 )                                      |
| <b>webbed</b>      | joined by very thin skin (p. 8)                                                                        |

Name \_\_\_\_\_

**INSTRUCTIONS:** Write what you predict will happen in the first box, change or add to a prediction in the middle box, and explain what actually happened in the last box.

What I predict will happen

THE FOOTPRINT • LEVEL Q • 1

Changes in my prediction

What actually happened

SKILL: PREDICTION

Name \_\_\_\_\_

**INSTRUCTIONS:** Read each pair of words. Then put them together to form a contraction. Write the new word on the line.

I am \_\_\_\_\_

we are \_\_\_\_\_

could not \_\_\_\_\_

there would \_\_\_\_\_

I will \_\_\_\_\_

are not \_\_\_\_\_

she has \_\_\_\_\_

it will \_\_\_\_\_

there is \_\_\_\_\_

he would \_\_\_\_\_

we will \_\_\_\_\_

they have \_\_\_\_\_

should not \_\_\_\_\_

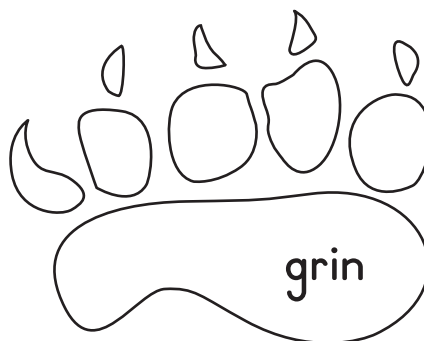
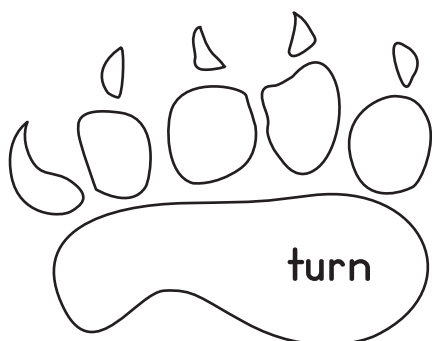
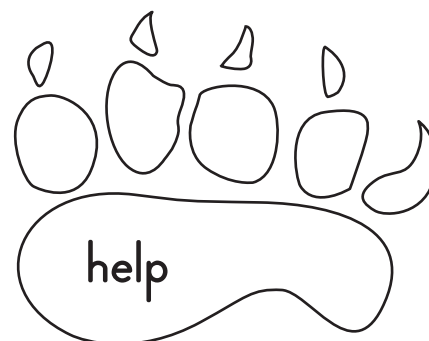
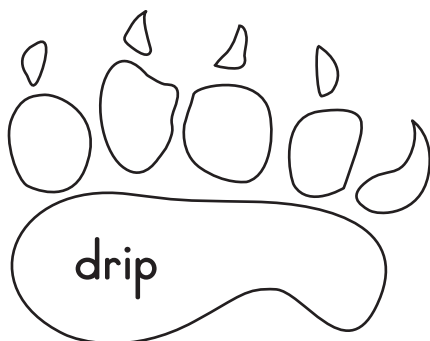
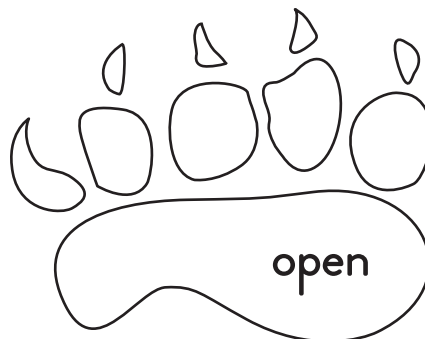
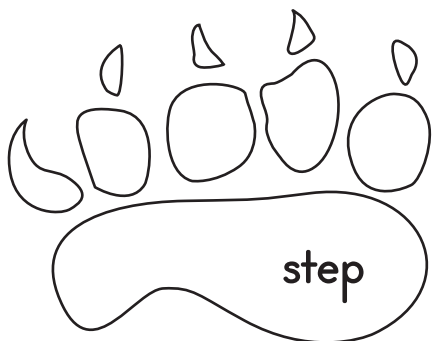
it would \_\_\_\_\_

we have \_\_\_\_\_



Name \_\_\_\_\_

**INSTRUCTIONS:** Read each word inside the footprint. Write each word in the past tense on the line below the footprint.



# Sweet Potato Challenge

A Reading A-Z Level Q Leveled Reader

Word Count: 945



  
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# Sweet Potato Challenge



Written by Vera Ogden Bakker  
Illustrated by Joel Snyder

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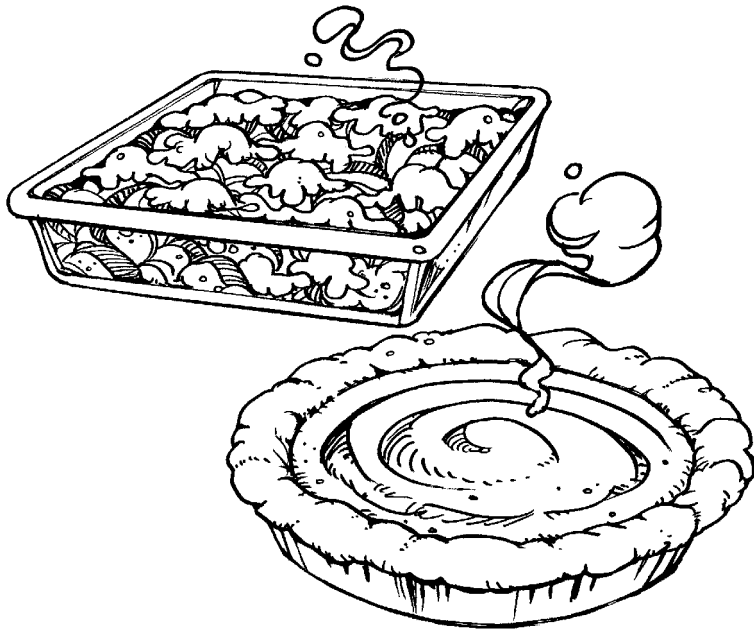
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |





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## The Challenge

"Yum, these cupcakes are good," Deon said, as he reached for another. "I love the chocolate chips in them."

"Thank you," his cousin Latanya said. "I made them."

"I'll bet I could make cupcakes if I tried."

"No way," Latanya said. "Boys can't cook."

"Who do you think some of the greatest **chefs** are?" Deon said.

Latanya made a face.

"I **challenge** you to a contest," Deon said.  
"Let's both make cupcakes next Saturday,  
and let Grandma and Grandpa Jackson judge  
them."

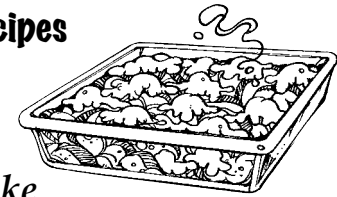
"Cupcakes are simple. If you want a  
challenge, let's try something **unusual**."

"How about we make something with  
sweet potatoes?" offered Deon, knowing that  
Grandma Jackson made a great sweet potato  
pie. He thought that he would win the contest  
if he used Grandma's sweet potato pie **recipe**  
and she was the judge.

"It's a deal." They slapped palms, agreeing  
to let Grandma and Grandpa judge the contest.



## The Recipes



Latanya's recipe:

### *Apple Sweet Potato Bake*

- 1 17 oz. can of sweet potatoes, drained
- 2 apples, peeled and sliced
- 1/3 cup chopped pecans
- 1/2 cup brown sugar
- 1/2 teaspoon cinnamon
- 1/4 cup butter
- 2 cups mini marshmallows

- ❶ Toss apples and pecans together with brown sugar and cinnamon in a bowl.
- ❷ **Alternate** layers of apples and sweet potatoes in a 1-quart **casserole** dish.
- ❸ Pour melted butter over the top. Cover.
- ❹ Bake at 350 degrees for 35 minutes.
- ❺ Sprinkle marshmallows over top and **broil** until lightly browned.

Deon's recipe:

*Grandma Jackson's Sweet Potato Pie*

3 large eggs

1 cup sugar

1/2 teaspoon salt

1 teaspoon cinnamon

1/2 teaspoon allspice

1/4 teaspoon nutmeg

1 cup heavy cream

3 cups cooked & mashed sweet potatoes

1 unbaked 10" pie shell



- ❶ Beat the eggs well.
- ❷ Add sugar, salt, and spices.  
Mix **thoroughly**.
- ❸ Add cream and stir.
- ❹ Add mashed sweet potatoes,  
and mix thoroughly.
- ❺ Pour mixture into pie shell and bake at  
350 degrees for 1 hour.

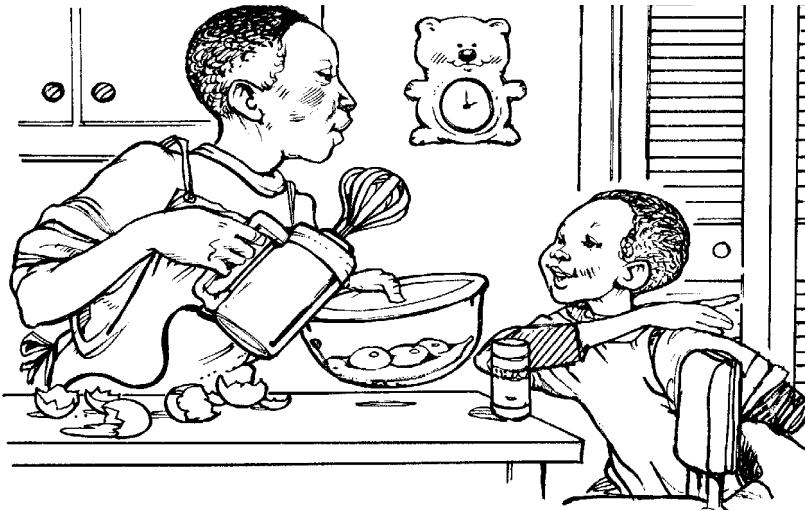
**Step One**

On Saturday morning, Latanya asked Mom to help her with the steps in her recipe that a grown-up needed to do. First, Mom peeled and sliced the apples and chopped the pecans. Latanya tossed the apples into the bowl. Some of them missed. After gathering the apples up, she measured the pecans and carefully put them in the bowl.

Then she packed brown sugar in a 1/2 cup measuring cup and added it to the bowl. She measured the cinnamon. Latanya took a big spoon and *very* gently tossed it all together in the bowl. She tasted one apple slice. Mmm!



First, Deon cracked the eggs and poured them into a large bowl. He was careful not to let any shells fall in. Deon had asked Dad to help him with his recipe. Dad turned on the mixer to beat the eggs.



"I'll get the chocolate chips," Deon said.

"There are no chocolate chips in Grandma Jackson's recipe," Dad said.

"Won't they make it better?"

"You can't mess with Grandma's recipe. It has been a family **tradition** for as long as I can remember," Dad said.

## Step Two

Second, Latanya put a layer of apple mix from the bowl into the bottom of a 1-quart casserole dish. Then she added a layer of sweet potatoes. She added another layer of apples and then sweet potatoes. *This dish will beat anything Deon can come up with, she thought.*





Second, Deon measured the sugar and the salt. The salt poured out fast, and he almost poured too much. Then he measured the spices—cinnamon, allspice, and nutmeg. He got a big spoon and mixed everything together in the bowl with the eggs.

*Oh, it smelled so good!*

### Steps Three and Four

Third, Mom melted the butter, and Latanya poured it over the top of the casserole. Then she covered the dish with a piece of aluminum foil.

Fourth, Mom put the dish in the hot oven. Latanya set the timer for 35 minutes.





Third, Deon measured the cream and poured it in. He stirred the mixture.

Fourth, Deon measured the mashed sweet potatoes and added them. The bowl was pretty full. As he mixed, it splashed on the counter, and he even got a little on himself.



### Step Five

While the dish baked, Latanya measured the tiny marshmallows. They kept falling out of the cup. When the timer rang, Mom took the hot dish from the oven. *Oh! It smelled so yummy!*

Latanya took the marshmallows and **arranged** them on top of the bubbling food. They started to melt. She licked her lips. *Grandma will love this.*

Mom put the dish under the broiler, and Latanya watched it until the tiny white dots turned golden. *Oh! It looked beautiful!*

Latanya and Mom started for Grandma and Grandpa's house.





Finally, Deon poured the mixture into a pie shell. He didn't spill much.

Dad put the pie in the oven. Deon set the timer for 60 minutes, or 1 hour.

As the pie baked, a sweet, spicy smell filled the kitchen. *Grandma will be so proud of me. I bet even Grandpa will choose mine,* Deon thought. *He loves Grandma's sweet potato pie more than anyone.*

When the timer rang, Dad took the pie from the oven, and they started for Grandma and Grandpa's house.



### Taste Test

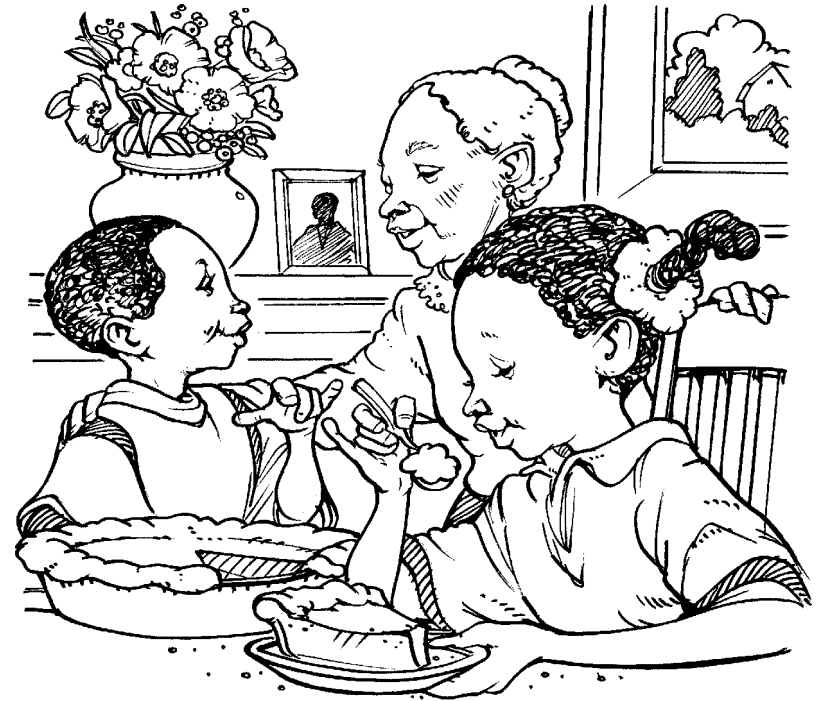
Once everyone arrived, Deon's dad and Latanya's mom put the dishes on the big table in front of Grandma and Grandpa. Grandma and Grandpa said Latanya's mom and Deon's dad used to **compete** too, only they competed against each other in sports, not cooking.

The two parents smiled and teased each other about who was better at soccer now.

Grandpa and Grandma laughed. Then they started to judge the cooking contest.

First everyone tasted Latanya's dish.  
"This is delicious, Latanya," Grandma said.  
Grandpa nodded and winked at Latanya.

"It's yummy, especially the marshmallow part," Deon said, looking a bit disappointed.  
"I think it's better than mine."



Next, they tried Deon's pie.

"Oh, what tasty pie!" Grandpa said. "This recipe does taste familiar."

Grandma winked at Deon and smiled.

"I was wrong. Boys can cook," Latanya said, a bit worried that Deon would win after she had worked so hard. "This is really good!"

Deon smiled. *It's a good thing I followed Grandma's recipe,* he thought.

Grandma and Grandpa whispered to each other at one end of the table. Finally Grandpa said, “Both dishes looked beautiful and tasted delicious. We’d like to order one of each for Thanksgiving dinner.”

“So it’s a tie?” Latanya’s mom asked.

“That’s the way they always decide contests like this,” Deon’s dad said with a smile.

Grandma winked at Grandpa. “I think we may have added another recipe to our family tradition.”

Latanya and Deon were too busy eating the food they had made to care about who won.



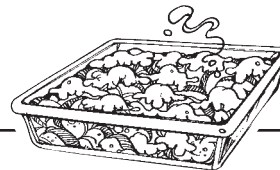
## Glossary

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| <b>alternate</b>  | to place by turns (p. 6)                                                              |
| <b>arranged</b>   | to have put in order (p. 14)                                                          |
| <b>broil</b>      | to cook by direct heat (p. 6)                                                         |
| <b>casserole</b>  | a glass or earthenware dish used to bake and serve food (p. 6)                        |
| <b>challenge</b>  | 1. a test of one’s ability<br>2. a call to enter a contest (p. 5)                     |
| <b>chefs</b>      | the head cooks in restaurants (p. 4)                                                  |
| <b>compete</b>    | to try hard for something that someone else is also trying hard for (p. 16)           |
| <b>recipe</b>     | a set of directions for making something you can eat (p. 5)                           |
| <b>thoroughly</b> | completely (p. 7)                                                                     |
| <b>tradition</b>  | beliefs, or a way of doing things, handed down from one generation to the next (p. 9) |
| <b>unusual</b>    | different (p. 5)                                                                      |

Name \_\_\_\_\_

**INSTRUCTIONS:** Draw the information visualized for the steps in each recipe.

## Apple Sweet Potato Bake



SWEET POTATO CHALLENGE • LEVEL Q • 1

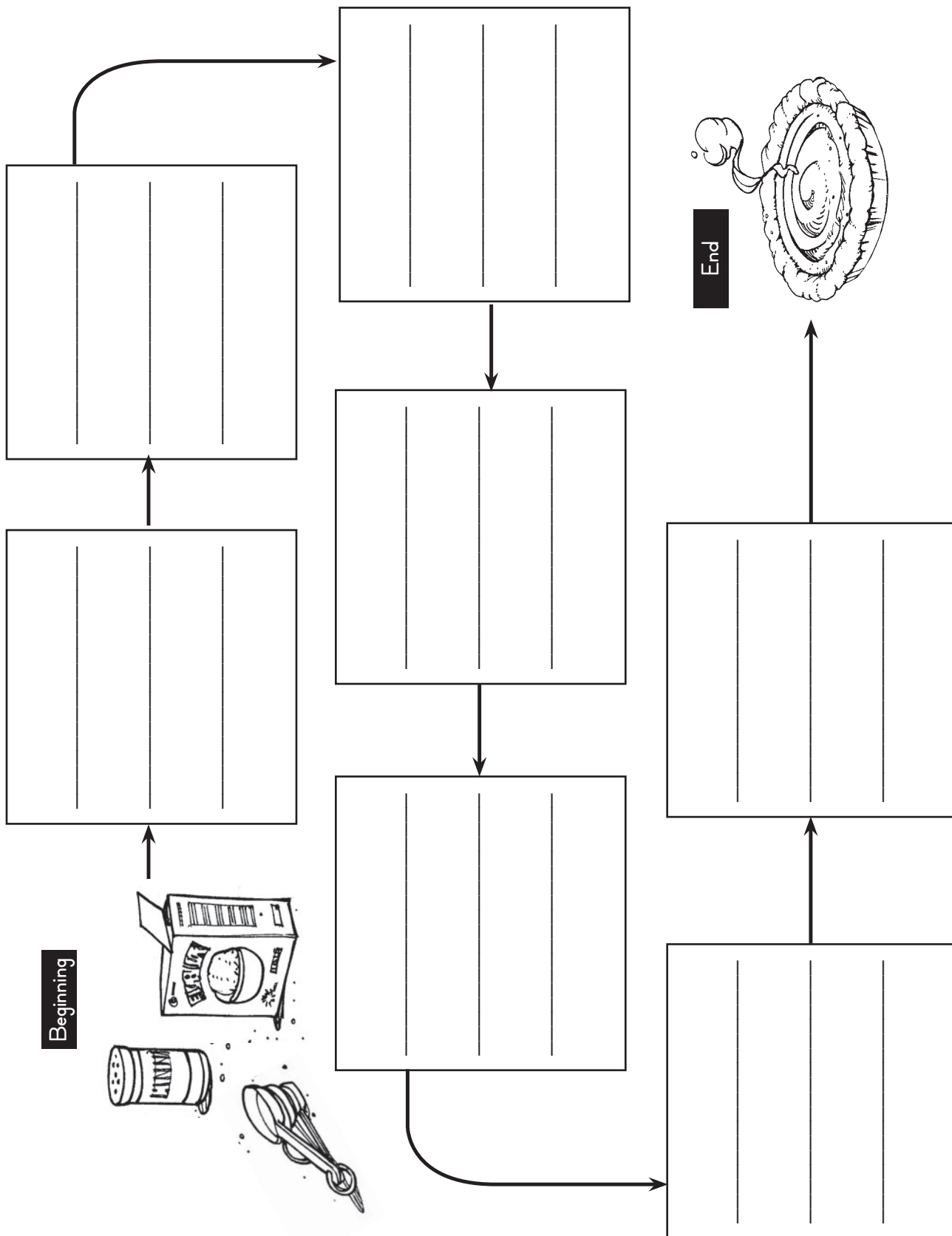
## Grandma Jackson's Sweet Potato Pie



SKILL: VISUALIZE

Name \_\_\_\_\_

**INSTRUCTIONS:** Write the steps Latanya took to make her pie in the correct order in the boxes. You may not use all the boxes provided.



Name \_\_\_\_\_

**INSTRUCTIONS:** Read each sentence and add the missing quotation marks.

1. I challenge you to a contest, Deon said.



2. How about we make something with sweet potatoes? offered Deon.



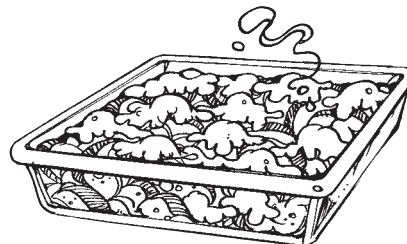
3. It's a deal! exclaimed Deon and Latanya.

4. Dad said, There are no chocolate chips in Grandma's recipe.

5. Don't eat all the marshmallows, warned Mom.



6. This is delicious! replied Grandma.



7. Is it a tie? asked Latanya's mom.

8. Grandpa said, We'd like to order one of each for Thanksgiving!



Name \_\_\_\_\_

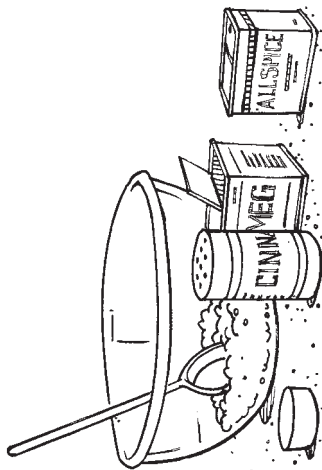
INSTRUCTIONS: Write the words to show how you would read these symbols, numbers, and abbreviations aloud.

# From the Kitchens of Latanya and Deon

Example:

2c two cups

350° three hundred fifty degrees



$\frac{1}{4}$  c \_\_\_\_\_  $\frac{2}{3}$  c \_\_\_\_\_

2" \_\_\_\_\_ 300° \_\_\_\_\_

3 oz. \_\_\_\_\_ 10 oz. \_\_\_\_\_

40° \_\_\_\_\_ 10" \_\_\_\_\_

2 tsp. \_\_\_\_\_  $\frac{1}{3}$  tsp. \_\_\_\_\_

# The Little Fir Tree

A Reading A-Z Level Q Leveled Reader

Word Count: 1,169



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# The Little Fir Tree



Adapted by Annette Carruthers from  
Hans Christian Andersen's *The Fir Tree*  
Illustrated by John Kastner

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# The Little Fir Tree

The Little Fir Tree was adapted for ProQuest LearningPage by Annette Carruthers from the Hans Christian Andersen story of 1845 *The Fir Tree*.



Adapted by Annette Carruthers  
from Hans Christian Andersen's *The Fir Tree*  
Illustrated by John Kastner

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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



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## A Young Tree

The young, pencil-thin **fir** tree stood admiring his neighbors. The tall oak made him want to be taller and grander. The other **evergreen** trees seemed to laugh at his being so small.

He watched, year after year, as trees bigger than he were taken away each winter. He was sure that wherever they were, it was a **magical** place.

It seemed that each tree taken away was special. The little fir tree's greatest hope was that he could be special, too.





He just knew there was more to life than birds' **bothersome flitting** through his branches, the sun's overly bright rays shining on the meadow, and the moon's **waxing** and **waning** each month.

Every year, when the snow came and the oak tree had no leaves, the fir tree watched as happy people chose special trees.

A bird told the fir tree a wonderful tale of seeing evergreens in warm homes, dressed in **finery**. The people would laugh and sing around the tree.

The fir tree thought this was the grandest sight. He imagined it every day as more and more seasons passed, and he grew taller still.

## ✿ A Winter Adventure ✿

The fir tree was sure this would be the year he was chosen. His branches **trembled** as he waited. The snow came, and then the happy people came. Group by group they chose evergreens from the forest. As he trembled, the snow fell from his branches.

As the sun nearly faded away, a group of laughing people gathered at his trunk.

He tried not to tremble too much. He didn't want to drop snow on them. He wanted them to think he was the grandest tree in the forest.



At last, they took out an axe and chopped him down. The happy people had taken the fir tree from his roots. The fir tree's trembling didn't stop as they strapped him to a shiny, red car that moved like the wind.



A short while later, the fir tree was carried into a warm home. They stood him upright in some kind of stand. The happy people tightened screws around his trunk. They talked about his fine needles falling all over the floor. Hearing this, the fir tree vowed to stop trembling. He didn't want to shake off his needles because the happy people might not want him anymore.

Later that night, many boxes were taken down from closets. First, they placed shiny bulbs in every color of the rainbow in a string around him. The bulbs twinkled and winked at the fir tree. This made him glow inside and out.

Next, the children placed **ornaments** of wood upon his **boughs**, while the adults placed those of glass. Strings of popcorn, cranberries, and **sprigs** of holly followed.





The fir tree couldn't help but tremble just a bit. He had never been so proud.

His deepest center warmed as candy canes and gingerbread men were hung from his branches. A bright, silver star at his top added the final touch.

The family—he could tell they were a family now—gathered around him. They told stories and sang songs well into the night.

Soon, the adults said good night to the children. Then they brought out paper of shimmering reds, golds, and greens. The fir tree watched as they brought out toys and clothes and wrapped each in paper before tying on a bow. They placed the wrapped packages under his boughs. The fir tree would protect them through the night.

He thought and thought about all that had happened. The fir tree went over each detail since he had left his forest home. He could not wait to tell the birds, the other trees, and all of the forest what had happened on this night. Soon, he drifted off to sleep.

The next morning, everyone in the house woke up early. The children reached for the packages. He felt so good and warm inside when they were gathered around his branches.

The fir tree trembled with excitement. He was not scared this time.

The adults talked and laughed as the children **marveled** over their gifts. They kept mentioning Santa Claus. This Santa sounded so grand to the fir tree that he wished he had met Santa during the night.

Soon the children tore open their gifts and scattered colorful paper about the room. They ran happily around the house playing with their new toys. The adults drank hot chocolate on the couch near the fir tree. They stayed close to the fir tree throughout the day, and into the night.



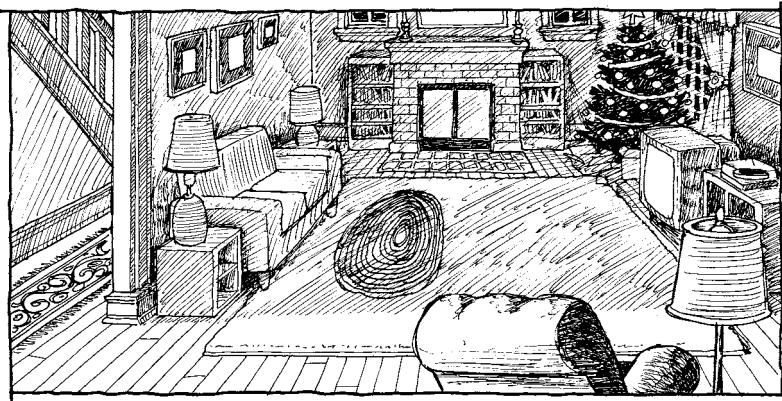
## ❧ A Lonely Feeling ❧

The fir tree awoke the next morning as the family gathered coats, mittens, and hats. He wondered if they would take him along too.

After a short time, they were gone.

The fir tree spent most of the day in the lonely quiet. Then, when the family came home, he was so excited. They rushed past him to play games around the kitchen table. Hours later, the fir tree heard them say good night.

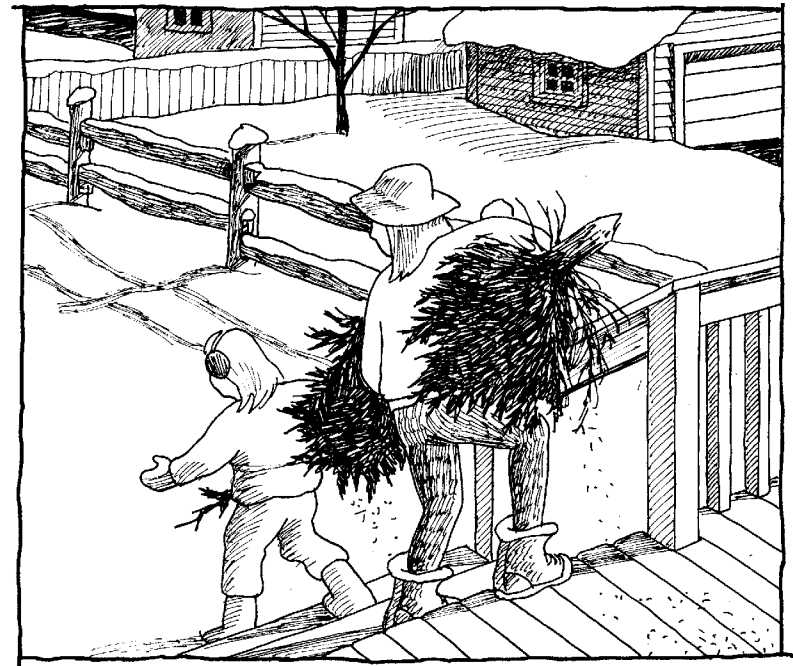
He spent many days watching the family hurry past him to do this and that. The fir tree began to wonder if they remembered he was there at all. Twelve days passed with the fir tree feeling lonely and **ignored**.

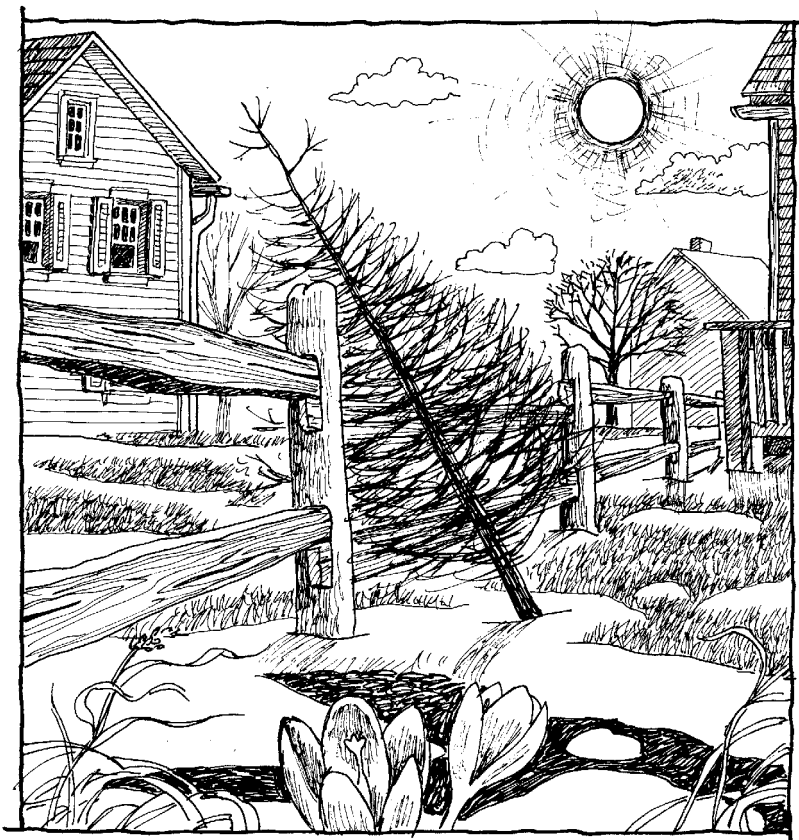


On the twelfth morning, the happy family took off his glimmering lights, glass ornaments, and the wooden ones, too.

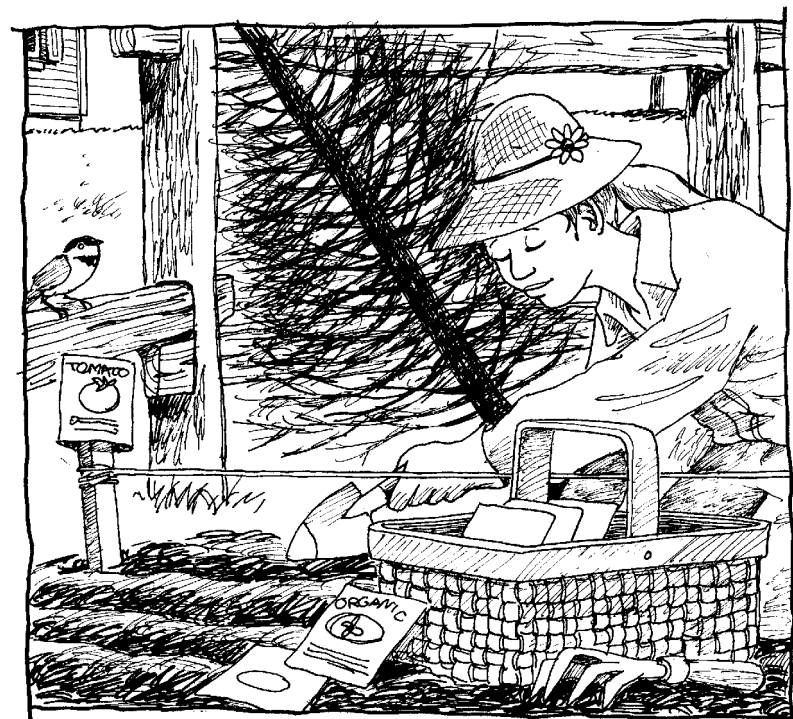
They took him outside. He felt a gust of cold air, and he trembled.

They leaned him against a fence and left him there. It was dark and cold outside. He was lonely. He hummed quietly to himself, and talked to the moon. He remembered the tunes that the family had sung on the night Santa came.





Over many months, the fir tree felt the air around him grow warmer. He longed to see his forest home again, to talk to the birds, but most especially, he wanted to be decked in twinkling lights and shining ornaments. He wanted to tell the oaks in the forest about what he had seen. He wanted to tell the other evergreens about being chosen by a family, and about the two most **glorious** days of his life.

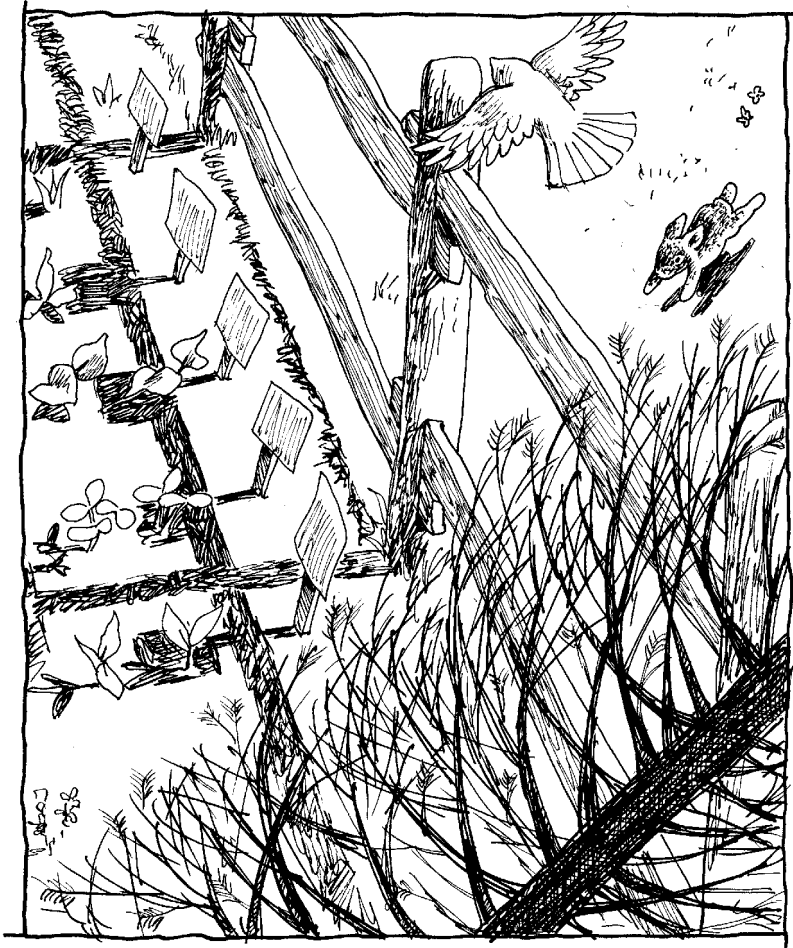


### Spring Is Here

One day, the fir tree felt his needles and branches tickled by a spring rain. The fir tree almost laughed with delight. Above him, the sun shone brightly and the air smelled of earth. The birds chirped in nearby trees.

One of the happy people furrowed the dirt near him to plant a garden. It was a woman from the family. She hummed a song he had never heard. It was the sweetest sound.

The fir tree spent several weeks listening to the woman work. She had planted seeds, and they were starting to grow. He did not know what kind of plants they were yet, but he knew he would tell them his stories. He would help the plants grow to be strong and tall, and then send them on **adventures** of their own.



## ✿ Glossary ✿

|                   |                                                                     |
|-------------------|---------------------------------------------------------------------|
| <b>adventures</b> | acts to explore new things that might be dangerous or risky (p. 15) |
| <b>bothersome</b> | causing worry, impatience, or anger (p. 5)                          |
| <b>boughs</b>     | branches of a tree with leaves or needles on them (p. 8)            |
| <b>fir</b>        | a kind of pine tree (p. 4)                                          |
| <b>evergreen</b>  | plants that stay green all year, like pine trees (p. 4)             |
| <b>finery</b>     | fancy clothes for special occasions (p. 5)                          |
| <b>flitting</b>   | moving quickly by flying in and out, darting (p. 5)                 |
| <b>glorious</b>   | wonderful; beautiful (p. 13)                                        |
| <b>ignored</b>    | to be paid no attention (p. 11)                                     |
| <b>magical</b>    | something that seems too good to be true (p. 4)                     |
| <b>marveled</b>   | being struck with wonder (p. 10)                                    |
| <b>ornaments</b>  | beautiful decorations (p. 8)                                        |
| <b>sprigs</b>     | small shoots or twigs from plants (p. 8)                            |
| <b>trembled</b>   | shook with emotion (p. 6)                                           |
| <b>waxing</b>     | the moon appearing to grow bigger (p. 5)                            |
| <b>waning</b>     | the moon appearing to grow smaller (p. 5)                           |

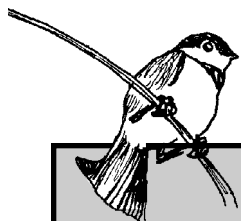
Name \_\_\_\_\_

**INSTRUCTIONS:** Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Record the events that actually happened in the *Actual* column.

| Make | Revise | Confirm | Actual |
|------|--------|---------|--------|
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |

Name \_\_\_\_\_

**INSTRUCTIONS:** List the feelings of the little fir tree in the left column. List the character's words, thoughts, or actions that support these feelings in the right column.



| Feelings                | Supporting Information  |
|-------------------------|-------------------------|
| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |
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| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |

THE LITTLE FIR TREE • LEVEL Q • 2

SKILL: ANALYZE CHARACTERS



Name \_\_\_\_\_

**INSTRUCTIONS:** Read the pronouns in the word box. Then read each sentence. Replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the line under the sentence.

|      |      |     |     |
|------|------|-----|-----|
| him  | they | it  | you |
| them | she  | he  | I   |
| he   | us   | his | we  |



1. The little fir tree knew there was more to life than this.

He knew there was more to life than this.

2. As he trembled, snow fell from the little fir tree's branches.

3. He didn't want to drop snow on the family.

4. The children and I stood the tree upright in a stand.

5. This made the little fir tree glow inside and out.

6. The parents laughed and talked about the new gifts.

7. The weather was dark and cold outside.

8. The woman hummed a lovely song.

Name \_\_\_\_\_

**INSTRUCTIONS:** Below are words taken from *The Little Fir Tree*. Cut along the dotted lines to separate the boxes. Then move the boxes around on your desk to arrange the words in alphabetical order.

|          |          |           |          |
|----------|----------|-----------|----------|
| tree     | special  | chocolate | meadow   |
| trembled | strings  | glow      | home     |
| sprigs   | twelfth  | stories   | branches |
| glass    | children | twinkled  | strong   |

# A Visit to Kitt Peak

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,088*

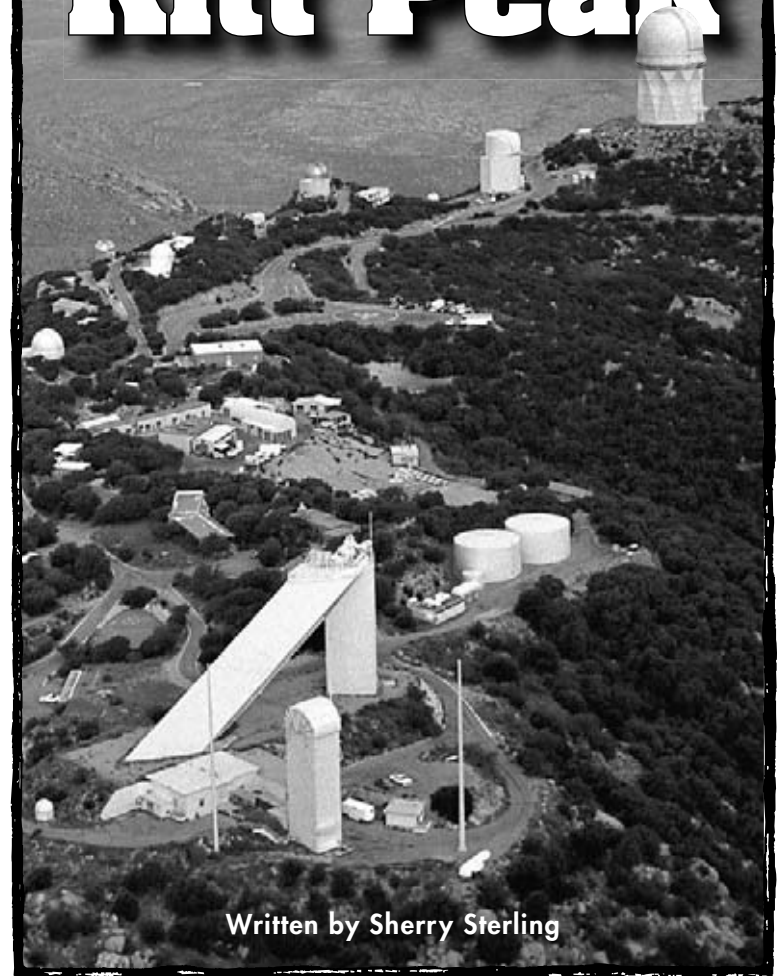


  
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LEVELED READER • Q

# A Visit to Kitt Peak



Written by Sherry Sterling

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# A Visit to Kitt Peak



Written by Sherry Sterling

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## Photo Credits:

All photos courtesy of the National Optical Astronomy Observatory/Association of Universities for Research in Astronomy/National Science Foundation; page 14 illustration: SFA Star Chart

**Front cover:** This photograph taken from a helicopter shows many of the telescope buildings that sit atop Kitt Peak.

**Back cover:** The Sun's light is reflected by three mirrors in the McMath-Pierce Solar Telescope. Here you see the third mirror reflecting the light downward into the main observing room.

**Title page:** A visitor to Kitt Peak National Observatory peers through the 16-inch Telescope used during tours of the site.

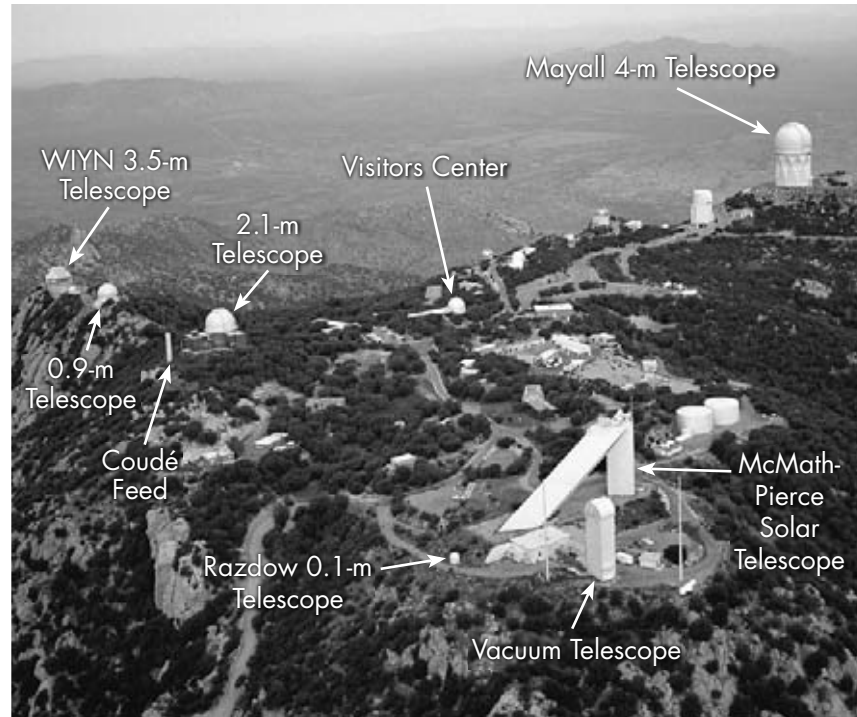
A Visit to Kitt Peak  
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Written by Sherry Sterling  
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



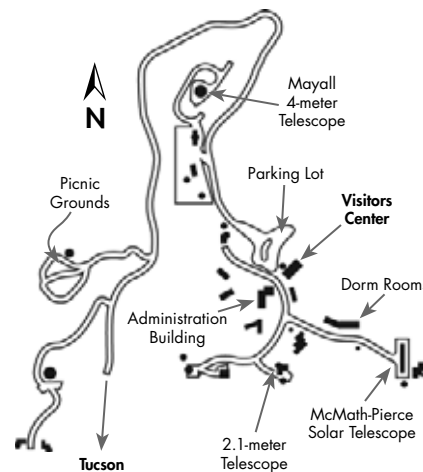
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## Introduction

Hi, I'm Sherry, and I'm an **amateur astronomer**, which means that just for fun I like to learn about faraway stars and planets and other mysterious things in space. I recently toured Kitt Peak National **Observatory**. It sits high atop a 6,875-foot tall mountain outside of Tucson, Arizona.

The land the observatory is built on belongs to a Native American tribe. I heard the tribe wasn't going to let astronomers build on its sacred mountain, but the tribe changed its mind after looking through a telescope! They started saying the astronomers had "long eyes," since they could see so far with their telescopes.



That made me laugh. I pictured people looking up at the stars with eyes longer than their arms! But it made a lot of sense because a telescope does make it seem as though your eye can reach the stars.

The mountaintop is perfect for stargazing. Away from city lights, it stays pitch dark at night. Being on a mountain keeps the telescopes above the dusty dirt that the wind churns up in the valley below. Besides, being up high gets you even closer to the planets and stars.

Before going inside the telescopes, we stood at the edge of the mountain to look out at the small city of Tucson in the distance. I could see the base of the mountain near where I live. Though it was a hot and dusty

summer day in Tucson, we had to wear jackets on the cool, windy mountaintop. I was glad to have a break from Tucson's heat!

Kitt Peak has a collection of 26 humongous **telescopes**! These aren't telescopes you can hold in your hand. All these telescopes need an entire building to hold them up and protect them.

**How the view  
of Tucson changed**

Tucson city lights 1959



Tucson city lights 1980



Tucson city lights 2003



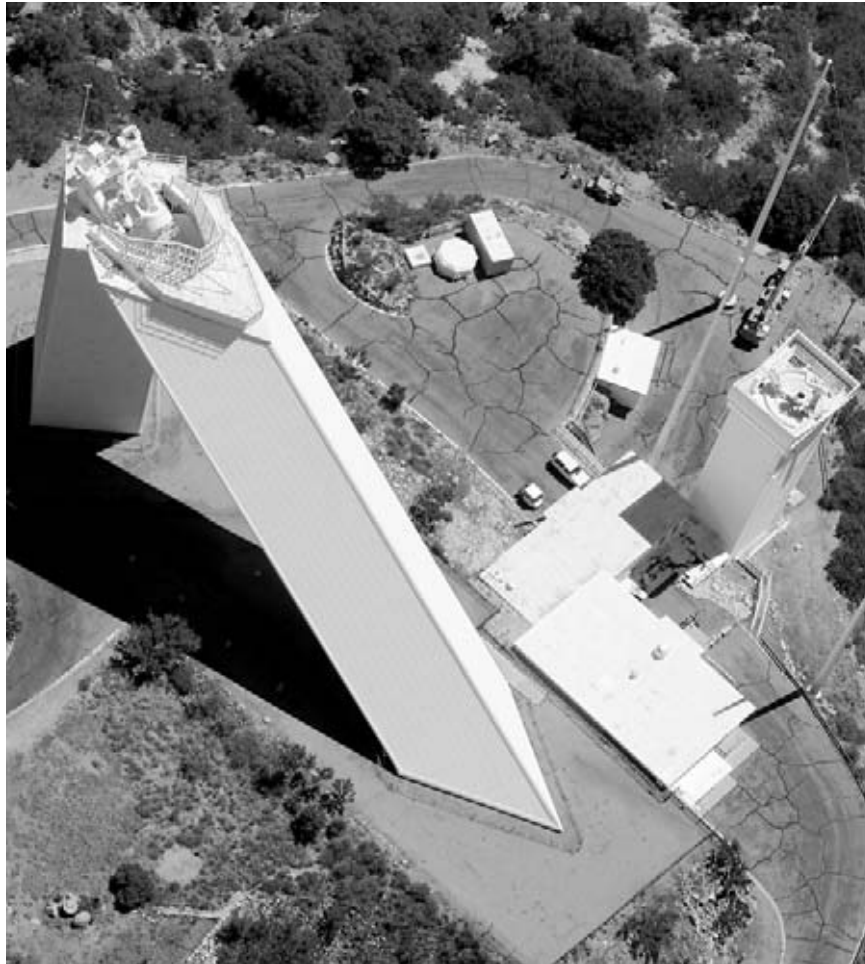
The tour at Kitt Peak let me get close to three of them. One is a solar telescope that astronomers use during the day for studying the Sun. The other two are star telescopes they use at night for studying stars and planets and other mysterious things in space.

## **Solar Telescope**

I had never heard of a solar telescope before going to Kitt Peak. Since the Sun is a star, I had always thought that astronomers studied it with the same telescopes they used for other stars. But I learned that because the Sun is so bright, scientists need different equipment to look at it.

Kitt Peak has the largest solar telescope in the world! Standing next to it I felt like an ant. It is as tall as a ten-story building. On the top of the telescope it looks as if there is a picket fence, which is actually a **windbreak** to keep one of the telescope's mirrors from shaking. Then there is this large ramp that looks like a slide coming off one side. The slide-like ramp actually continues at the same angle four stories below the ground. This thing is huge!

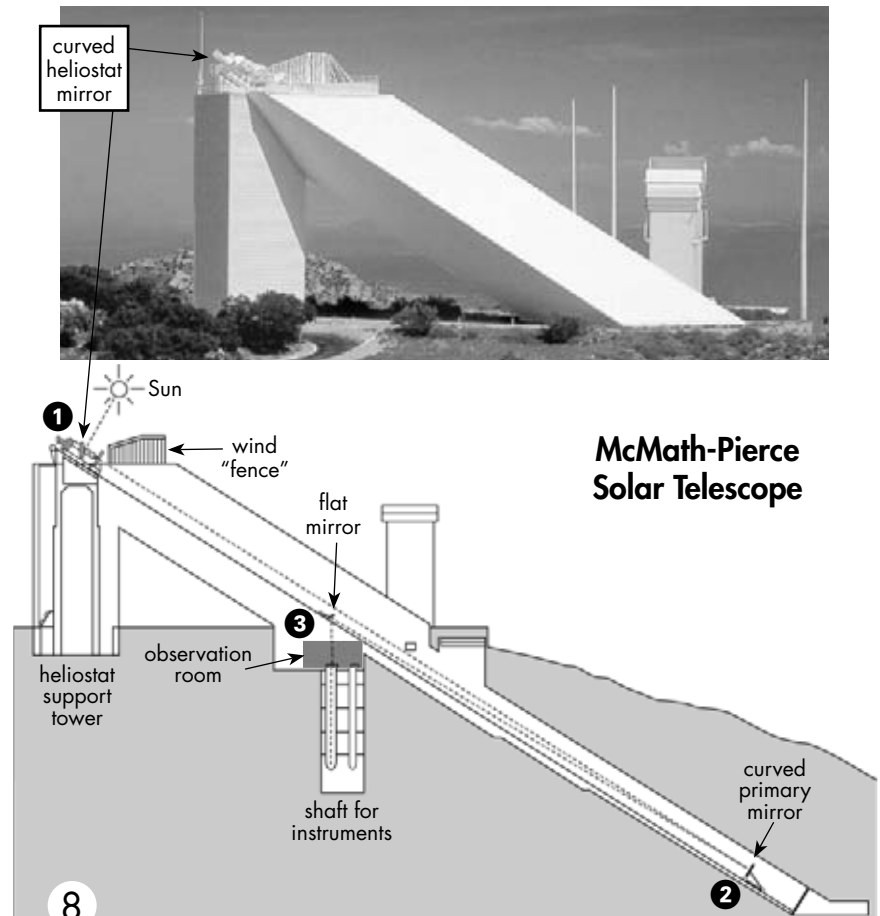


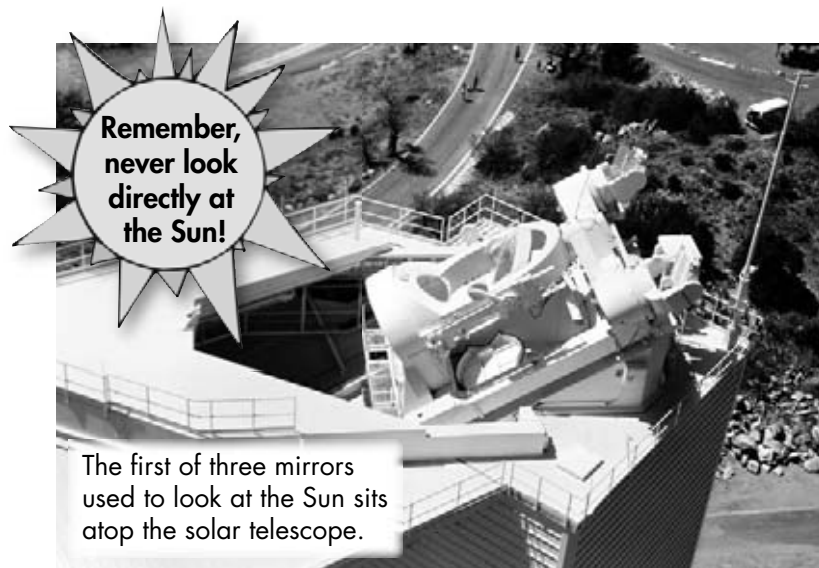


From the air, Kitt Peak's solar telescope looks like a giant slide.

From the inside, the McMath-Pierce Solar Telescope looks like a roller coaster track. It has 200 feet of track aboveground and 300 feet below. It needs that much space to keep the Sun's **reflected light** from burning up the equipment.

The solar telescope has three mirrors that do most of the work by reflecting the Sun's light. The mirrors are on a **trolley** so astronomers can move them along a track. I learned that the trolley moves the mirrors really slowly—4 feet per minute. That would make it a really boring roller coaster. I could run up and down the distance of the track at least twice before the mirrors move 4 feet.





Astronomers move the mirrors so they can follow the Sun across the sky. They sit in an observation room underground and watch the Sun through the telescope. The room is full of computers that position the mirrors and record what the astronomers see. They record things like sunstorms: when they happen, how long they last, and how large an area the storm covers.

Sunlight from the second mirror reflects off the third mirror to go down into the observing room.



2.1-meter Telescope building and its telescope (inset)

## Star Telescopes

On the tour, I also got to see two star telescopes: the 2.1-meter Telescope and the 4-meter Telescope. They look like giant fat pencil tops with rounded erasers. The eraser-looking part is called the dome. The telescope is inside the dome.



Mayall 4-meter Telescope building and its control room (inset)

The building for the 4-meter Telescope is almost 200 feet high. It's so big that you can see it from 50 miles away. These star telescopes are *much* bigger than any telescopes I've seen at my astronomy club meetings. Through my backyard telescope, I can see Jupiter's spot and the rings of Saturn. Imagine what I could see with 90 more feet of telescope!

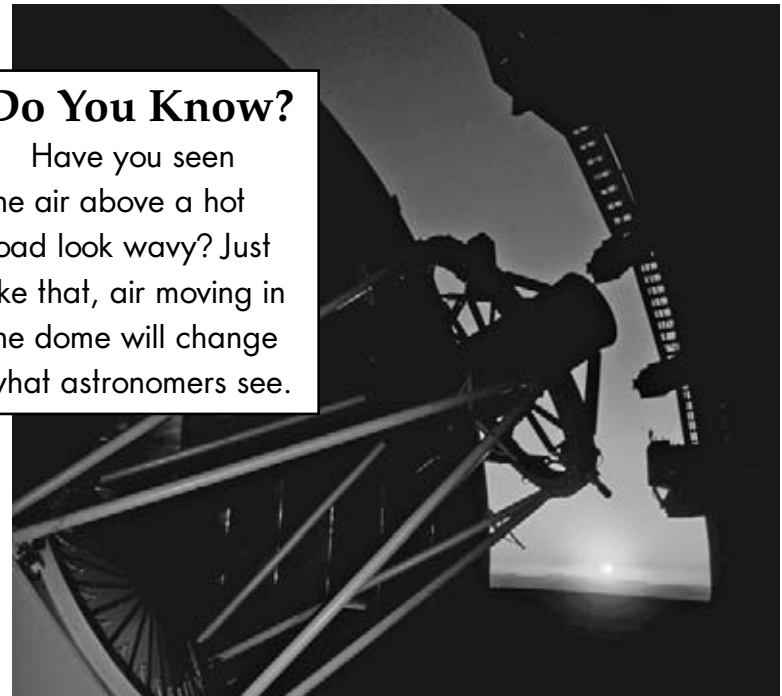


Data from the WIYN 3.5-meter Telescope on Kitt Peak combined with data from the Hubble Space Telescope produced this image of the Starburst Galaxy M82.

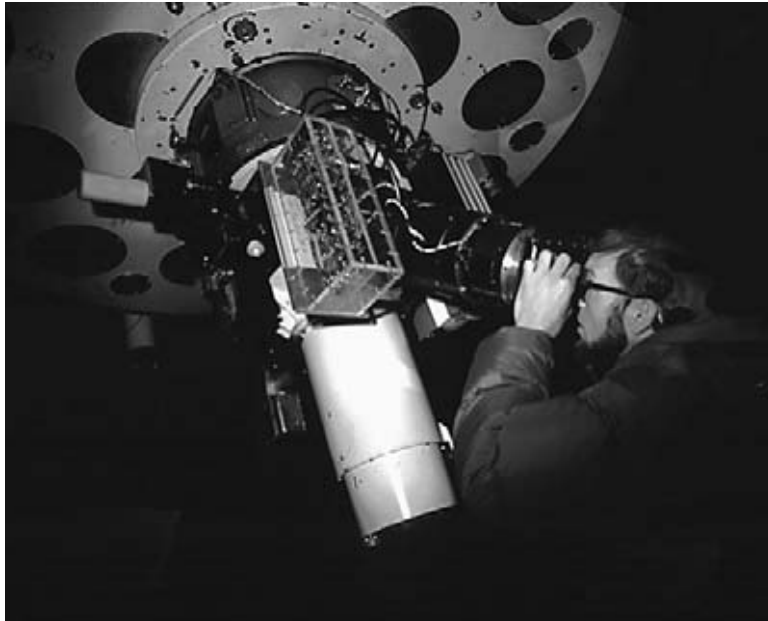
To work the star telescopes, astronomers use computers to turn the dome so the telescope points to the part of the sky they want to study. Scientists open the door in the dome to let in the outside air. The tour guide explained that you need to keep the temperature of the air around the telescope the same temperature as the air outside. If the two temperatures are different, the air will move and change the **image** that is seen in the telescope.

### Do You Know?

Have you seen the air above a hot road look wavy? Just like that, air moving in the dome will change what astronomers see.



The open dome of the Mayall 4-meter Telescope shows a great view of the sunset.



Astronomer Jim DeVeney pulls an all-nighter at the 2.1-meter Telescope.

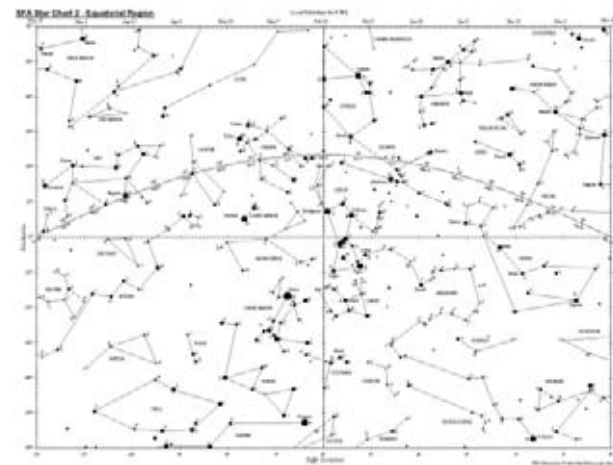
Since astronomers use the star telescopes to look at the night sky, they get to stay up all night and sleep all day! Signs outside say, “Day Sleepers. Quiet Please.” My older brother could use one of those signs on his bedroom door.



## Star Searching from Home

I study the stars from home with a pair of binoculars or my telescope. A star chart helps me know where to look for certain stars, planets, moons, or **constellations**. I can see most of these things with binoculars, but I need to use a telescope to see nebulae and most galaxies.

Each season, the evening sky looks a little different. As Earth moves and rotates in its orbit, you can see different things. I make sure to have an up-to-date star chart because I want to know what’s in the sky above me each night. I found a cool star chart on the Internet by typing the words *star chart* into a search engine.



Use a star chart made for your area and the time of year you are looking at the sky.



Data from the 0.9-meter Telescope at Kitt Peak produced this image of the Horsehead Nebula.

## Conclusion

Are you one of those kids who wonders whether astronomers search for aliens in their telescopes? I actually heard someone ask that question during my tour of Kitt Peak. But most people know that's science fiction, not science. Astronomers, even amateurs like me, study stars, planets, and galaxies, and write about the facts. Science-fiction writers study astronomy and use their imagination to tell a story. I think the truth is often much more amazing than any imagined story! Don't you?

## Glossary

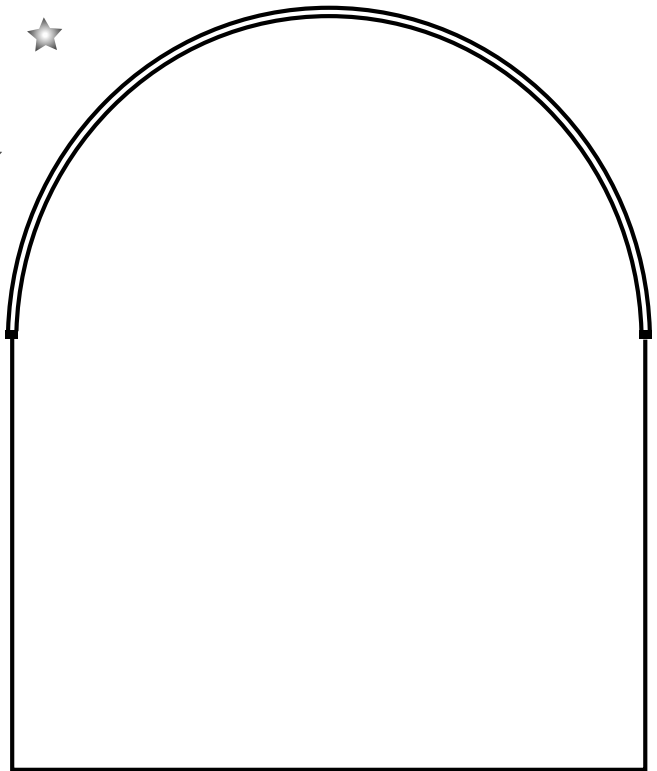
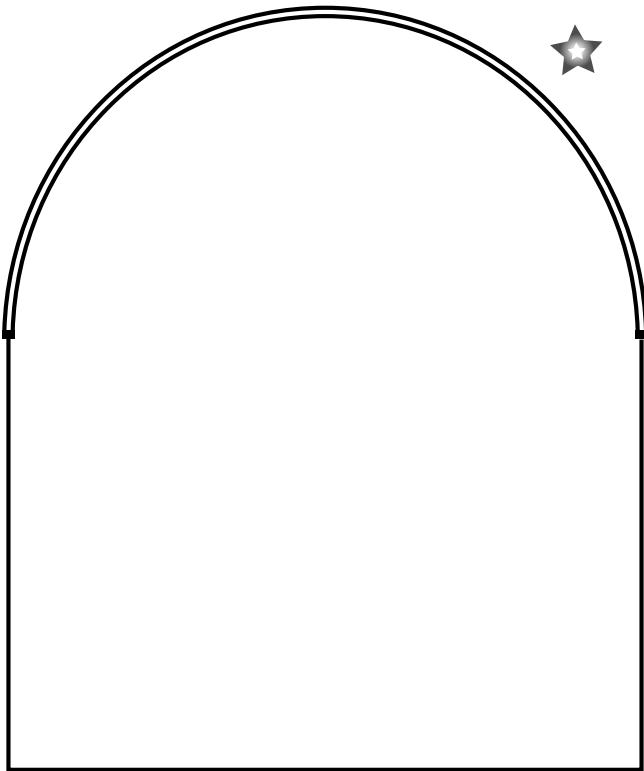
|                        |                                                                                        |
|------------------------|----------------------------------------------------------------------------------------|
| <b>amateur</b>         | a person who does something for fun, not to get paid; not a professional (p. 4)        |
| <b>astronomer</b>      | a scientist who studies objects in space, such as stars and planets (p. 4)             |
| <b>constellations</b>  | groups of stars that form a shape and are named for that shape (p. 14)                 |
| <b>image</b>           | a picture (p. 12)                                                                      |
| <b>observatory</b>     | a building with a telescope in it to study stars, planets, moons, and weather (p. 4)   |
| <b>reflected light</b> | light that is picked up on a mirror and bounced to another place (p. 7)                |
| <b>telescopes</b>      | instruments used to make far-off objects look closer through the use of mirrors (p. 5) |
| <b>trolley</b>         | a cart that runs on rails (p. 8)                                                       |
| <b>windbreak</b>       | something that slows the force of the wind (p. 6)                                      |

## Index

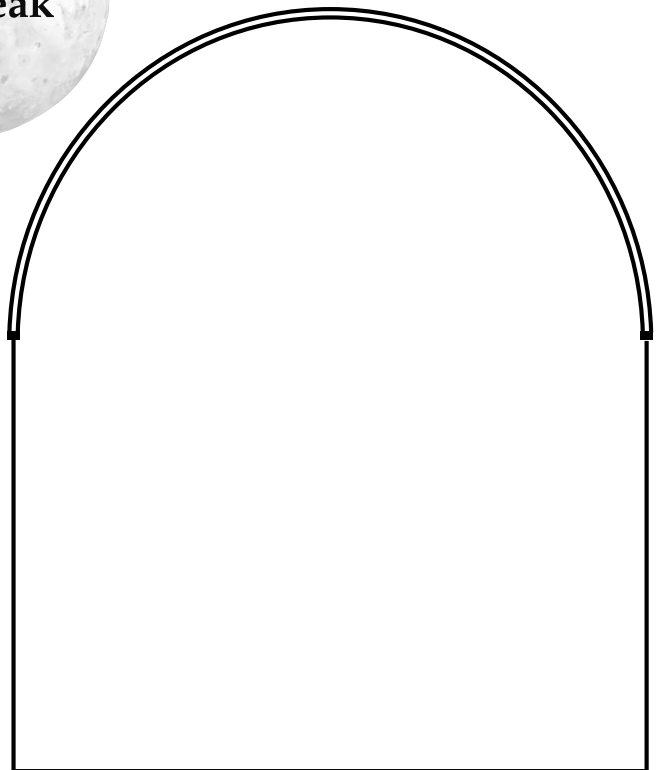
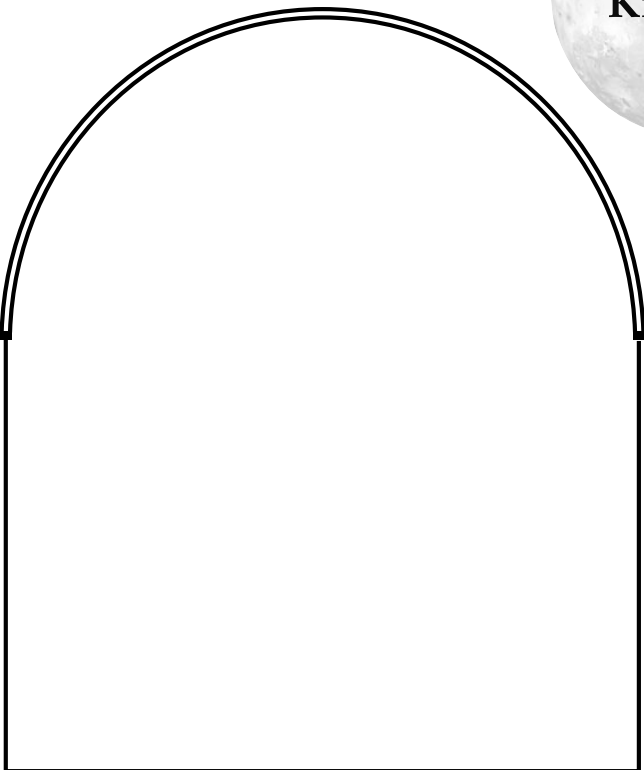
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Name \_\_\_\_\_

**Instructions:** Visualize information from each section of the text. Then draw what you pictured in the boxes.



A VISIT TO KITT PEAK • LEVEL Q • 1



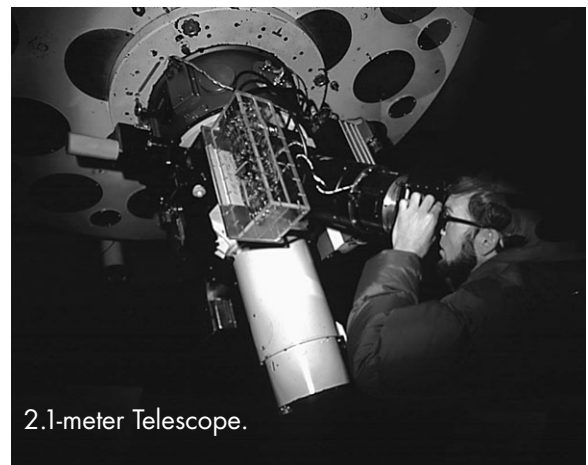
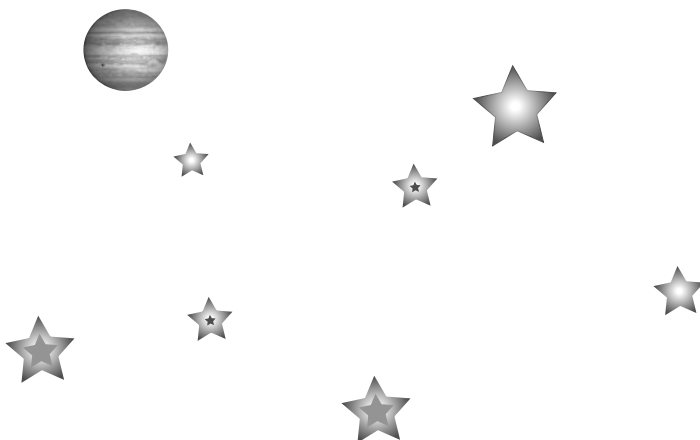
SKILL: VISUALIZE



Name \_\_\_\_\_

**Instructions:** Read each phrase below. Change the group of words to show a possessive noun. An example is done for you.

|                                          |                  |
|------------------------------------------|------------------|
| <b>Example:</b><br>the land of the tribe | the tribe's land |
| 1. the lights of the city                | _____            |
| 2. the edge of the mountain              | _____            |
| 3. the heat of Tucson                    | _____            |
| 4. the telescopes of Kitt Peak           | _____            |
| 5. the mirrors of the telescope          | _____            |
| 6. the light of the Sun                  | _____            |
| 7. the computer of the scientist         | _____            |
| 8. the rotation of Earth                 | _____            |

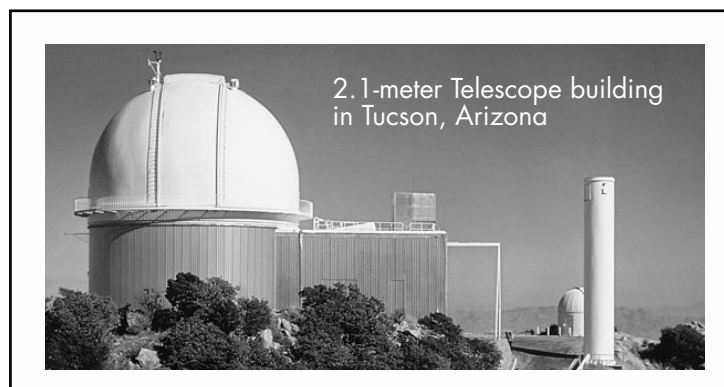


2.1-meter Telescope.

Name \_\_\_\_\_

**Instructions:** Look up each content vocabulary word in the dictionary. Fill in the information as indicated.

| Entry word     | Guide words | Definition as used in the text |
|----------------|-------------|--------------------------------|
| amateur        |             |                                |
| telescopes     |             |                                |
| image          |             |                                |
| astronomer     |             |                                |
| constellations |             |                                |
| trolley        |             |                                |
| windbreak      |             |                                |
| binoculars     |             |                                |
| sacred         |             |                                |
| nebulae        |             |                                |



# Plight of the Polar Bear

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,273*



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## PLIGHT OF THE POLAR BEAR



Written by Ned Jensen

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# PLIGHT OF THE POLAR BEAR



Written by Ned Jensen

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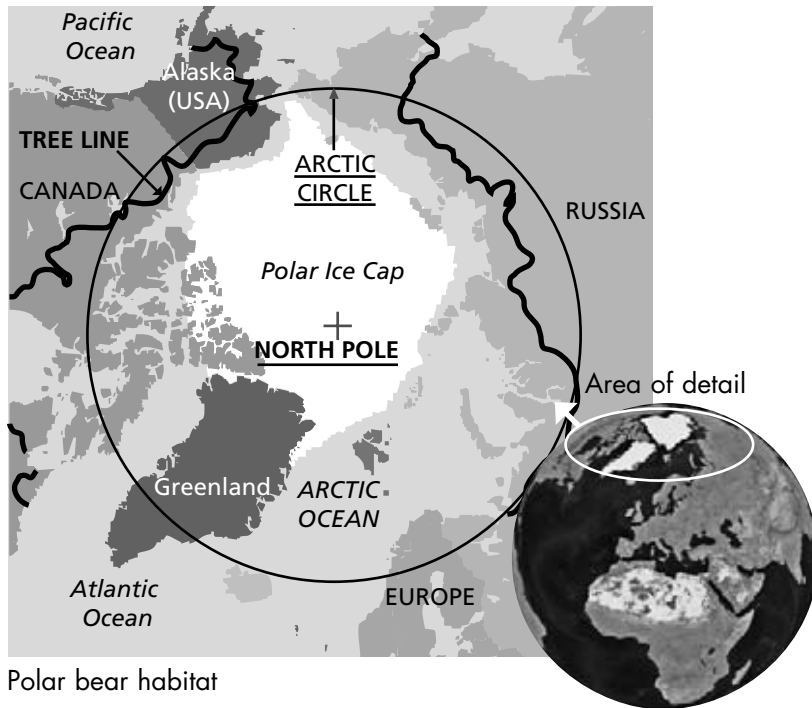
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| Reading Recovery  | 21 |
| DRA               | 30 |



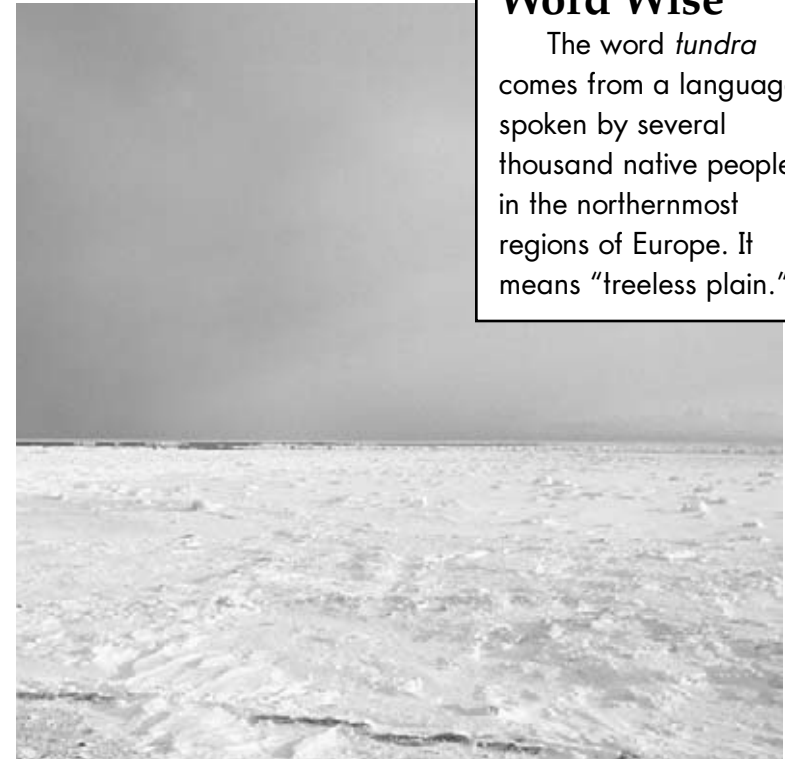
Polar bear habitat

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## Word Wise

The word *tundra* comes from a language spoken by several thousand native peoples in the northernmost regions of Europe. It means "treeless plain."



The tundra during winter

## Introduction

Venture into the vast snow-covered winter tundra of the northern Arctic and you will be surprised by the apparent absence of life. This region is a harsh, unfriendly place for most living things. But one living thing has managed to **thrive** in the tundra—that is, until now.

## Tundra: Winter vs. Summer

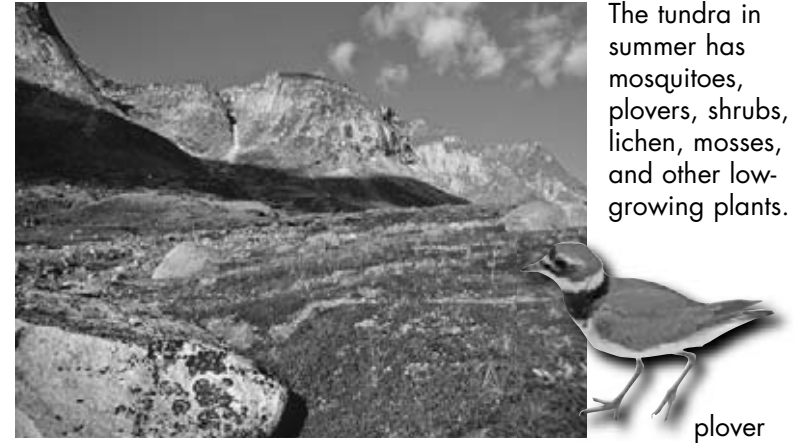
During much of the year, the temperature in the tundra is extremely low—well below freezing. Winter lasts for more than six months, and for several weeks during that time the sun never rises above the horizon. The soil just below the surface remains permanently frozen throughout the year. And to make conditions even harsher, there are no barriers like trees or hills to slow down the cold winds that sweep across this ice and snow-covered land.

### Word Wise

The word used to describe the frozen soil of the tundra is *permafrost*. It is a combination of the words *permanent* and *frost*.



A polar bear in the northern tundra



The tundra in summer has mosquitoes, plovers, shrubs, lichen, mosses, and other low-growing plants.

plover

Summer in the tundra is quite a contrast from winter. The sun does not set for several weeks on end. Often it just peeks over the horizon, appearing to move as Earth rotates. During this season, the average temperature remains above freezing.



mosquito

The snow has a chance to melt, and low-growing plants such as mosses, **lichens**, grasses, and small shrubs grow. Millions of insects hatch and fill the air, ground, and pools of water. The abundance of insects attracts huge numbers of birds that **migrate** to the tundra and make it their summer home. Even mammals that migrated south to escape the harsh winter return to the tundra to feed each summer.



Yet despite the region's harsh conditions, one **inhabitant** lives there year round—one of Earth's most magnificent creatures, the polar bear.

This creature of the North is well suited to the **inhospitable** conditions of the tundra, but in recent years the polar bears living along the northern edge of the tundra have been struggling to survive. The tundra's harsh conditions are not the reason—it is the Earth and its rapid alterations.

### Do You Know?

Some scientists believe that polar bears cover their black noses with their paws to make them harder to spot as they hunt for seals.



## Built to Survive

Polar bears are adapted to survive the severe conditions of the Arctic. They appear to be all white, but each strand of hair is actually transparent. It has been commonly believed that this clear fur carries sunlight to the bears' black skin, where it is absorbed and changed to heat. However, studies on polar bear fur have proven that it does not transmit sunlight to a bear's skin. Since the sun is either low on the horizon or not even above the horizon during the coldest Arctic months, it wouldn't make much difference if the fur was able to transmit sunlight to the bear's skin.



Polar bear fur keeps them warm in icy water.



Seals are an important part of the polar bear diet.

Polar bear fur is waterproof, so the icy waters in which they swim don't make them cold. Their white fur also helps them to blend in with the snow, making it easier for them to stalk their **prey**.

Polar bears' main food source is seals, but they also eat walruses, smaller whales, and some land animals. They do most of their seal hunting during the winter months when ice forms over the Arctic Ocean. By blending into the snowy landscape, a polar bear poised to pounce may not be spotted by a seal. Polar bears will wait patiently for hours near a hole in the ice where seals come up for air.



Polar bear paws can be up to 30.48 centimeters (12 in.) in diameter. The claws, pads, and hair on a polar bear's paws keep the bear from slipping on the ice.

Adult polar bears need to eat a great deal of food to survive. They store fat to get them through the seasons in which they are not hunting. They have large stomachs and will eat nearly 45 kilograms (100 lbs.) in a single meal. That would be like eating 400 quarter-pound hamburgers at one time!

Two layers of fur and a thick layer of body fat **insulate** polar bears from extremely cold temperatures. They even have fur on the bottoms of their large paws.

Polar bears are excellent swimmers. They have been spotted hunting seals up to 80 kilometers (50 mi.) out to sea. They swim with their heads above water by dog-paddling at over 9 kilometers (6 mi.) per hour. Bears use their huge paws like large paddles to move through the water. A thick layer of blubber helps them remain afloat.

### Math Minute

A polar bear swimming at an average speed of five kilometers per hour leaves the shore to swim

to an ice floe. The bear swims to four more ice floes. It rests 10 minutes on each ice floe before swimming to the next one. When it reaches the final ice floe, it waits patiently near an air hole for a seal to surface. The bear swims a total of 30 kilometers. How much time passed from the time the bear left the shore until it reached the last ice floe?

*Answer: 6 hours and 40 minutes*



A polar bear swimming

## Shrinking Ice

The polar bear has only one enemy—humans. Currently, it is not so much humans hunting the polar bear that **poses** the greatest threat to its survival. Instead, it may be what humans are doing to the environment that poses the greatest threat.

Many scientists believe that Earth is getting warmer and warmer. This warming of Earth is known as **global warming**. Scientists believe global warming is caused by **pollutants** that are being released into the atmosphere. More pollutants are released each year as Earth's growing population burns more and more gasoline, oil, and coal.



Burning gasoline in cars releases pollutants into the atmosphere. Factories also release pollutants into the atmosphere.

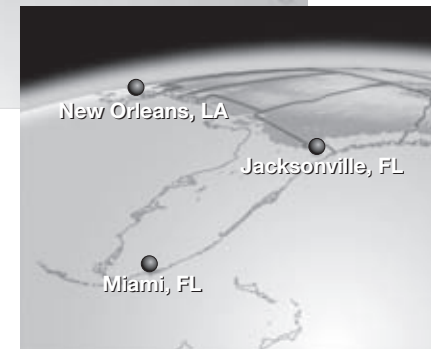
Global warming is particularly troubling in regions where a great deal of ice exists. The warmer temperatures of the air and the sea cause the polar ice to melt. You might be thinking, so what? Why is it such a big deal that some ice is melting?

It may not seem like a huge problem to you, but it is to the polar bear. Polar bears depend on the sea remaining frozen for most months of the year. When the sea freezes over, polar bears walk onto the ice and search for air holes where seals are likely to surface for a fresh supply of oxygen. The longer the sea is frozen, the longer polar bears can hunt. And the more they eat, the more food they store as fat for the short summer season when they **fast**.



Ice breaks away from a glacier.

Scientists who track the effects of global warming have calculated that the ice pack is melting at a rate that is 1.5 to 2 weeks faster than 20 years ago. Some scientists estimate that the ice pack is 14 percent smaller than it was 20 years ago. They also estimate that each week that the polar bear loses in its hunting season results in a loss of 10 kilograms (22 lbs.) of body fat for the summer.



### Do You Know?

Many scientists believe that the melting of polar ice caps due to global warming will cause the oceans to rise. This will flood vast stretches of coastline in many parts of the world.

Scientists believe the east coast of the United States might look like this if the polar ice caps melted.



Polar bears come to Churchill, Manitoba, looking for food.

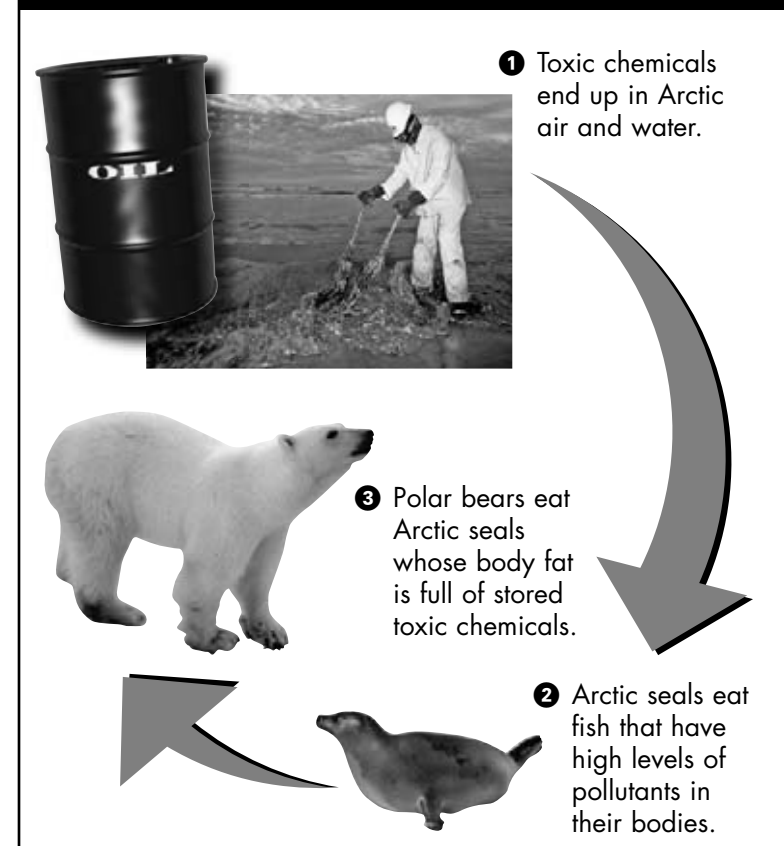
Due to their lower body weight, female polar bears are giving birth to fewer cubs. This is a grave problem for the survival of an animal that has an average of only two cubs every 28 months.

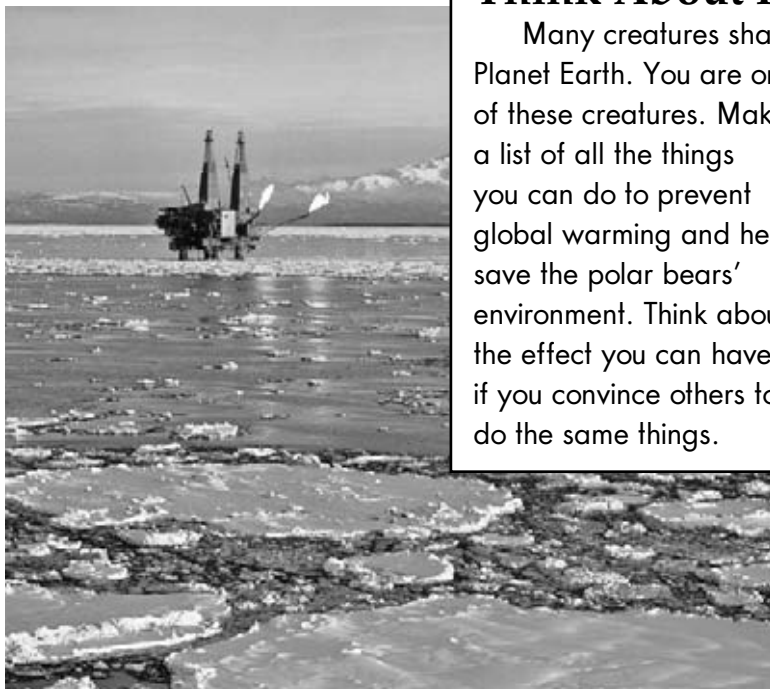
Polar bears in search of food are also venturing into areas inhabited by humans during the summer. In some places, these bears are captured and put into bear compounds until the winter ice returns. They are then released so they can hunt and restore their body fat.

## Other Problems

Global warming isn't the only bad effect of human activity on polar bears. Many pollutants reaching the air and water are **toxic**. These pollutants often end up in the blubber of seals. When bears eat these seals, they **ingest** the toxins.

### How Pollution Reaches Polar Bears





## Think About It

Many creatures share Planet Earth. You are one of these creatures. Make a list of all the things you can do to prevent global warming and help save the polar bears' environment. Think about the effect you can have if you convince others to do the same things.

Drilling for oil in the Arctic

Another threat to polar bears comes from the desire of humans to use more and more fuel. To meet this human need, oil and gas companies are planning to drill in Arctic regions where polar bears live. Much of this drilling would occur where female polar bears build dens in which they give birth to their cubs. This exploration and drilling could have serious consequences for the polar bears' ability to survive.

## Conclusion

There is no question that the world's polar bear population is shrinking. In the Western Hudson Bay region of Northern Canada alone, the population has dropped from over 1,200 in 1995 to fewer than 1,000 bears in 2005.

## Polar Bear Facts



|                   | Males                                          | Females                      |
|-------------------|------------------------------------------------|------------------------------|
| Height            | 2.5–3.5 m<br>(8–11 feet)                       | 2–2.5 m<br>(6–8 feet)        |
| Weight            | 225–450 kg<br>(500–1,000 lbs.)                 | 180–320 kg<br>(440–700 lbs.) |
| Color             | Off-white                                      |                              |
| Food              | Mostly seals; some fish, seabirds, and berries |                              |
| Number of Babies  | N/A                                            | 1–3 every 28 months          |
| Average Life Span | 25–30 years                                    |                              |





Polar bears need frozen sea to hunt for seals.

Many people and organizations like Polar Bears International and the World Wildlife Fund are concerned about the **plight** of the polar bear. They are taking steps to protect these magnificent creatures. For more information, visit their websites:

|          |   |                                                                                             |      |         |      |         |      |
|----------|---|---------------------------------------------------------------------------------------------|------|---------|------|---------|------|
| ⓧ        | ⊖ | ⊕                                                                                           | ◀    | ▶       | ✕    | ↺       | 🏠    |
|          |   |                                                                                             | Back | Forward | Stop | Refresh | Home |
| Address: |   | <a href="http://www.polarbearsinternational.org">http://www.polarbearsinternational.org</a> |      |         |      |         |      |

|          |   |                                                                                               |      |         |      |         |      |
|----------|---|-----------------------------------------------------------------------------------------------|------|---------|------|---------|------|
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|          |   |                                                                                               | Back | Forward | Stop | Refresh | Home |
| Address: |   | <a href="http://www.worldwildlife.org/polarbears">http://www.worldwildlife.org/polarbears</a> |      |         |      |         |      |

## Glossary

|                       |                                                                                  |
|-----------------------|----------------------------------------------------------------------------------|
| <b>fast</b>           | to abstain from or eat very little food (p. 13)                                  |
| <b>global warming</b> | the increase in the average temperature of Earth's atmosphere and oceans (p. 12) |
| <b>ingest</b>         | to consume or eat (p. 16)                                                        |
| <b>inhabitant</b>     | an animal that lives in a certain location (p. 7)                                |
| <b>inhospitable</b>   | an unfriendly place to live (p. 7)                                               |
| <b>insulate</b>       | to retain (keep in) heat (p. 10)                                                 |
| <b>lichens</b>        | crusty fungi that grow on rocks and trees (p. 6)                                 |
| <b>migrate</b>        | to move from one region to another (p. 6)                                        |
| <b>plight</b>         | unfortunate or terrible situation (p. 19)                                        |
| <b>pollutants</b>     | dirt or debris in the air or on the ground (p. 12)                               |
| <b>poses</b>          | causes (p. 12)                                                                   |
| <b>prey</b>           | an animal that is hunted for food (p. 9)                                         |
| <b>thrive</b>         | to grow and be healthy (p. 4)                                                    |
| <b>toxic</b>          | something poisonous that can cause death (p. 16)                                 |

Name \_\_\_\_\_

Instructions: As you read, list causes in the left-hand column and their effect in the right-hand column.

| Cause | Effect |
|-------|--------|
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |

PLIGHT OF THE POLAR BEAR • LEVEL Q • 1

SKILL: CAUSE AND EFFECT

Name \_\_\_\_\_

**Instructions:** Read each sentence. Choose two words from the box that create a hyphenated compound adjective that completes the sentence. Write the new word in the blank space and underline the noun that each adjective describes.

|         |          |          |
|---------|----------|----------|
| oil     | paddling | growing  |
| insect  | low      | drilling |
| covered | dog      | quarter  |
| eating  | snow     | pound    |

- \_\_\_\_\_ companies are planning to drill in Arctic regions.
- These \_\_\_\_\_ bears can swim at over six miles per hour.
- Polar bears can eat as much as 400 \_\_\_\_\_ hamburgers at one time!
- When the snow melts, \_\_\_\_\_ plants and shrubs have a chance to grow.
- Nothing slows down the winds of the \_\_\_\_\_ land.
- \_\_\_\_\_ birds return to the tundra in the summer.



Name \_\_\_\_\_

**Instructions:** Use the dictionary to identify the definition of each word in the homophone pair. Write the definition on the line under the heading *Definition*. Then use the definitions to write one sentence that includes both words in the homophone pair. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to make them work in the sentence.

| Word  | Definition | Sentence |
|-------|------------|----------|
| ate   |            |          |
| eight |            |          |
| blew  |            |          |
| blue  |            |          |
| hair  |            |          |
| hare  |            |          |
| hear  |            |          |
| here  |            |          |

# Mike Van Zee, Special Olympian

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 834*



  
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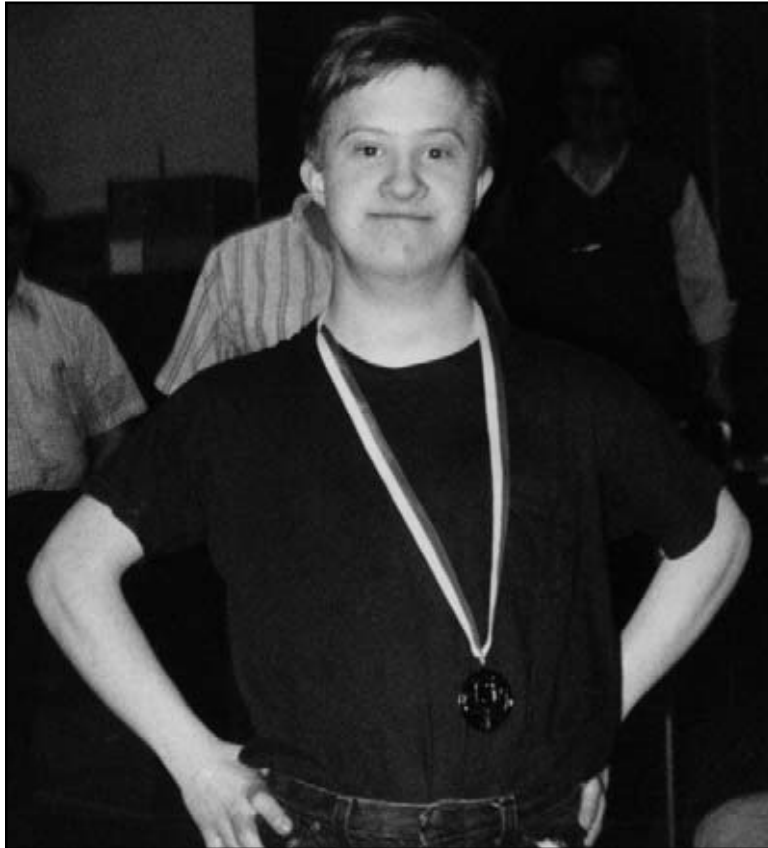


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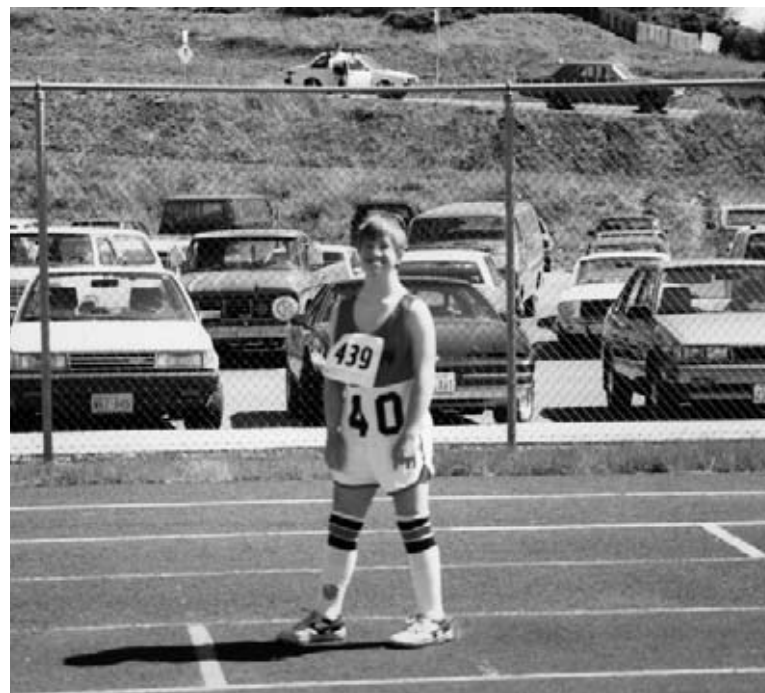
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| Reading Recovery  | 21 |
| DRA               | 30 |





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| Coach Pat. . . . .              | 11 |
| The Oath . . . . .              | 14 |
| Community Champion. . . . .     | 15 |



Mike Van Zee, age 9, at a track meet for Special Olympics

## Humble Beginnings

No one likes being bullied, and Mike Van Zee was no different from anyone else. He didn't like being teased. He didn't like being laughed at. He didn't like it when kids tried to egg him into a fight. He knew he was small for his age. He also knew he wasn't as smart as some kids. He didn't think he was strong enough to stick up for himself or stand up for his rights.

That was before Mike entered the Special Olympics program. Special Olympics is a worldwide organization founded by Eunice Kennedy Shriver. Mrs. Shriver became a champion of children and adults who had difficulty learning and who were slow in developing. She saw that they were often in special schools or no school at all. That meant they often had no way to become active in sports or school athletics.

Many people thought that people with learning challenges would not feel the personal rewards of **competition**.

Mike at his high school graduation with his niece, Ashley



Eunice Shriver marches behind athletes in opening ceremonies for 1970's International Special Olympics.

## Camp Shriver

Eunice Shriver didn't agree. She believed that everyone should be given the **opportunity** to **excel**. In June 1962, she invited 35 girls and boys with intellectual disabilities to her home in Maryland. She offered them the opportunity to try out a variety of physical activities. She called the event Camp Shriver. It was so successful that it became an **annual** event. Each year, it became more and more popular. By 1968 there were more than 300 camps just like Camp Shriver where kids participated in different sports.

That year, Mrs. Shriver worked with others to organize the first official Special Olympics. The event took place in Chicago, Illinois. Participants came from 26 U.S. states and from Canada. They competed in floor hockey, **aquatics**, and athletics. Mrs. Shriver proudly announced that the Special Olympics would be a regular event. Its purpose was to give people with intellectual disabilities “the chance to play, the chance to compete, and the chance to grow.”



An athlete from Italy competes in the Special Olympics European Youth Games in 2006.



Arnold Schwarzenegger, son-in-law to Eunice Shriver, shows his support for Special Olympics by being part of the torch lighting on the Great Wall in China.

## **Special Olympics Games**

Now, more than 2 million children and adults compete in the Special Olympics Games. Special Olympics has both summer and winter games just like the Olympic Games it was named after—all free of charge. Athletes from around the world come together for these events. The 2003 Special Olympics World Summer Games, held in Ireland, drew more than 6,500 athletes from 150 countries.

## By the Numbers

Over 2 million athletes with intellectual disabilities compete in Special Olympics.

There are more than 200 Special Olympics programs in more than 160 countries.

Special Olympics consists of 30 Olympic-type individual and team sports.

Athletes must be at least 8 years old to compete in Special Olympics.

## Most Popular Special Olympics Sports

| Number of participants* | Sport             |
|-------------------------|-------------------|
| 889,538                 | athletics         |
| 282,498                 | football (soccer) |
| 239,782                 | basketball        |
| 200,572                 | bowling           |
| 159,100                 | aquatics          |
| 131,163                 | table tennis      |
| 90,884                  | bocce             |
| 71,982                  | volleyball        |
| 48,371                  | cycling           |
| 47,056                  | floor hockey      |

\* Determined by number of participants in each sport as stated in the 2005 Special Olympics Athlete Participation Report.

Source: [www.specialolympics.org](http://www.specialolympics.org)

## Special Olympics Events

|                      |                |
|----------------------|----------------|
| Alpine Skiing        | Gymnastics     |
| Aquatics             | Judo           |
| Athletics            | Kayaking       |
| Badminton            | Netball        |
| Basketball           | Powerlifting   |
| Bocce                | Roller Skating |
| Bowling              | Sailing        |
| Cricket              | Snowboarding   |
| Cross Country Skiing | Snowshoeing    |
| Cycling              | Softball       |
| Equestrian           | Speed Skating  |
| Figure Skating       | Table Tennis   |
| Floor Hockey         | Team Handball  |
| Football (Soccer)    | Tennis         |
| Golf                 | Volleyball     |



An athlete competes on the rings as part of the gymnastics competition in Rome, Italy.

## Coach Pat

When Mike Van Zee entered the Special Olympics program in 1983, he met Coach Pat Gray. Coach Pat liked Mike right away. He liked his smile, his enthusiasm, and his spirit.

Coach Pat heard that Mike was having problems with kids teasing him at school because he was small, slow, and not very strong. "I think I can help," Coach Pat said. He asked Mike and his parents, "What do you think about Mike learning how to lift weights? I can teach him if he's willing to take the time and work very hard."

Mike liked the idea, and so did his parents. They knew he wouldn't be teased if he became strong by lifting weights. Mike was excited about working out with Coach Pat. He could hardly wait to begin.

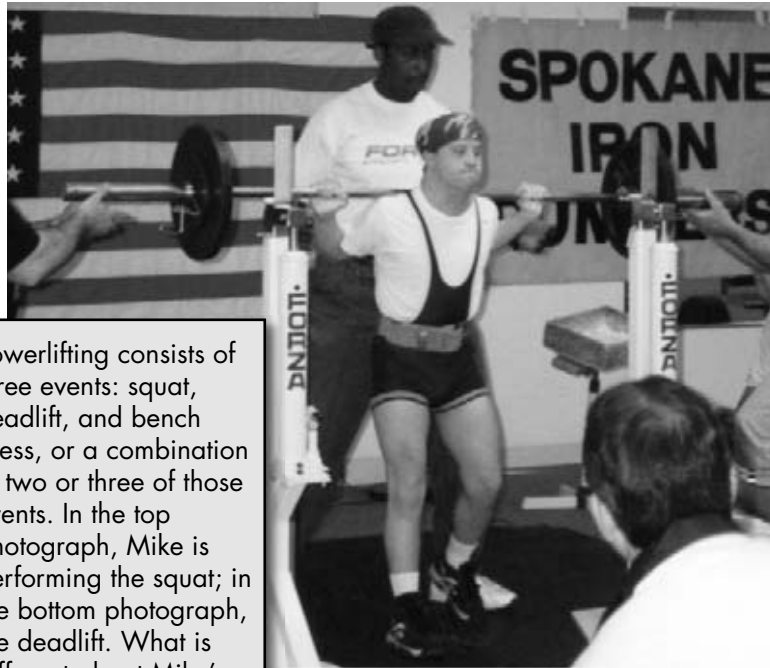


Mike and Coach Pat in the gym.

Learning to "pump iron," or powerlift, is not easy. It takes time, **determination**, and skill. Proper body position is important to avoid injury. Mike was very **industrious** and worked hard every day to do his best. His **perseverance** paid off. At the end of eight years of hard work, to his surprise, Coach Pat told him he was ready to compete. Mike was one of the members of the Washington team chosen to compete in the 1999 Summer Games in North Carolina. He finished in the middle of his heat, and everyone was pleased with his performance.



Mike (left) with powerlifting teammates Lance Nelson (behind), Karie Luce (far right), and Coach Pat during the 1999 Special Olympics.



Powerlifting consists of three events: squat, deadlift, and bench press, or a combination of two or three of those events. In the top photograph, Mike is performing the squat; in the bottom photograph, the deadlift. What is different about Mike's body position as he performs each event?



Runners line up to start a race during the Special Olympics in Los Angeles, California.

## The Oath

In 1968, before the Special Olympics Summer Games, Eunice Shriver gave a speech and said, "In ancient Rome, the **gladiators** went into the arena with these words on their lips: 'Let me win. But if I cannot win, let me be brave in the attempt.' Today, all of you athletes are in the arena. Many of you will win, but even more important, I know you will be brave and bring credit to your parents and to your country. Let us begin the Olympics. Thank you."

That speech has been made an **oath** and has been repeated at every meeting of the Special Olympics World Games.



## Community Champion

And what happened to Mike? Besides power lifting, he speed skates and swims to keep fit. He is a member of Iron Pumpers and Spokane Blades, and he holds two part-time jobs—one at a taco restaurant and one at Gonzaga University. He takes part in a community musical every year. He also enjoys skiing, bicycling, track, bowling, rock climbing, playing Nintendo, and hanging out with his friends.

Mike's **self-confidence** and **involvement** with his community make him a pleasure to be around. His days of being bullied and teased have been left in the past, thanks to the self-confidence he gained through participation in the Special Olympics. He now knows he can do anything he sets his mind to do.

Mike wears a medal he won in powerlifting while coached by Pat Gray.



## Glossary

|                                      |                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------|
| <b>annual</b> ( <i>adj.</i> )        | yearly (p. 6)                                                                   |
| <b>aquatics</b> ( <i>n.</i> )        | water sports (p. 7)                                                             |
| <b>competition</b> ( <i>n.</i> )     | an activity in which each person tries to win or be better than others (p. 5)   |
| <b>determination</b> ( <i>n.</i> )   | an attitude of being willing to work hard to reach a goal (p. 12)               |
| <b>excel</b> ( <i>v.</i> )           | to do well (p. 6)                                                               |
| <b>gladiators</b> ( <i>n.</i> )      | fighters in ancient Rome who fought in public to entertain other people (p. 14) |
| <b>industrious</b> ( <i>adj.</i> )   | hard-working (p. 12)                                                            |
| <b>involvement</b> ( <i>n.</i> )     | participation (p. 15)                                                           |
| <b>oath</b> ( <i>n.</i> )            | a promise (p. 14)                                                               |
| <b>opportunity</b> ( <i>n.</i> )     | a chance to do something positive (p. 6)                                        |
| <b>perseverance</b> ( <i>n.</i> )    | steady work to reach a goal (p. 12)                                             |
| <b>self-confidence</b> ( <i>n.</i> ) | belief in yourself and your abilities (p. 15)                                   |

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| Ireland, 8         | Shriver, Eunice, 5–7 |
| lifting, 11–13, 15 | teased, 4, 11, 15    |

Name \_\_\_\_\_

**Instructions:** In the first box, write what you already know about Special Olympics. In the second box, write what you would like to learn. After you finish reading, fill in the third box with information you learned from reading the book.

**K: What I Know**

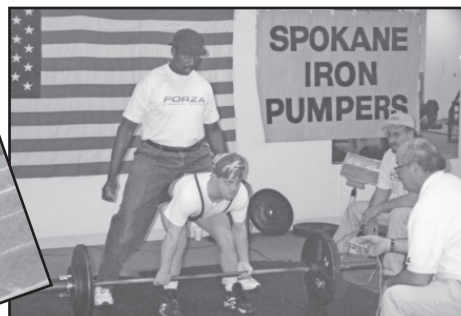
**W: What I Want to Know**

**L: What I Learned**

Name \_\_\_\_\_

**Instructions:** Look at the base word in the first column. Add *-ed* and *-ing* to each base word and write the new words in the chart. On the back, use each of the new words in a sentence.

| Base Word   | <i>-ed</i> | <i>-ing</i> |
|-------------|------------|-------------|
| bake        |            |             |
| believe     |            |             |
| create      |            |             |
| compete     |            |             |
| invite      |            |             |
| organize    |            |             |
| participate |            |             |
| race        |            |             |
| use         |            |             |
| write       |            |             |



Name \_\_\_\_\_

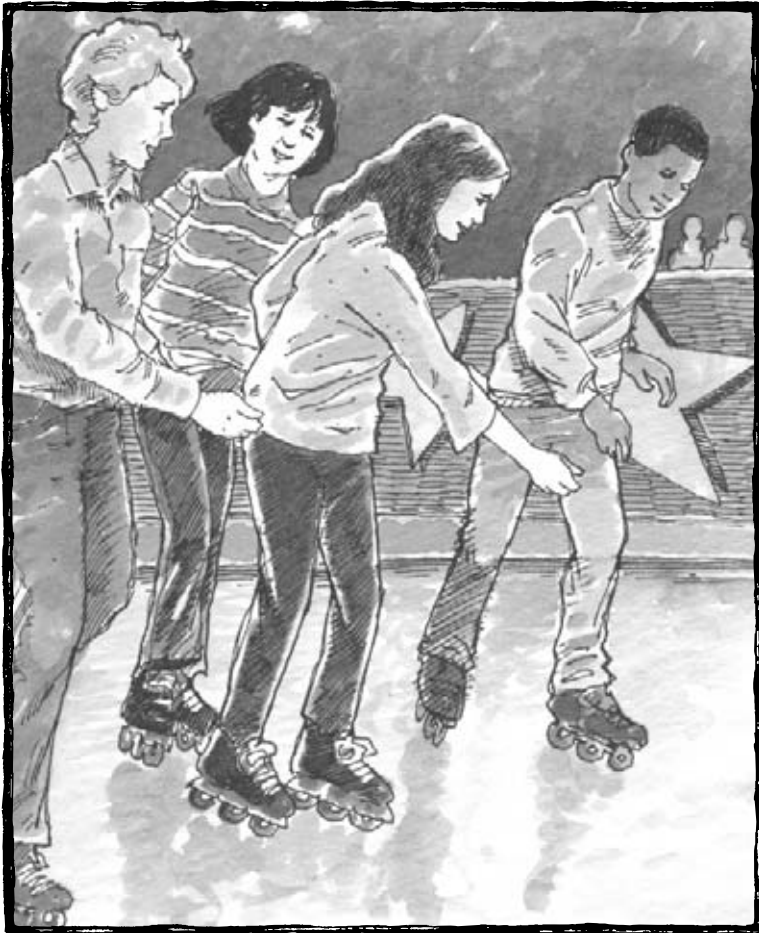
**Instructions:** Look up each content vocabulary word in the dictionary. Fill in the information as indicated.

| Entry word      | Guide words | Definition as used in the text |
|-----------------|-------------|--------------------------------|
| aquatics        |             |                                |
| competition     |             |                                |
| determination   |             |                                |
| gladiators      |             |                                |
| industrious     |             |                                |
| involvement     |             |                                |
| oath            |             |                                |
| opportunity     |             |                                |
| perseverance    |             |                                |
| self-confidence |             |                                |

# SPRAK!

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,350*



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# SPRAK!



Written by Alyse Sweeney  
Illustrated by Stephen Marchesi

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Level Q Leveled Reader  
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |





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## A Cup of Cider

Whack! Mark sent the soccer ball sailing down his front lawn.

“Gooooaaal!” he cheered with both arms in the air.

As he jogged to fetch his ball, he noticed that his neighbor, Mia, wasn’t getting much business at her warm apple cider stand.

“Warm cider for sale!” Mia yelled from across the street. “Do you want some warm cider, Mark?”

“No thanks!” Mark called back. Mark didn’t really like warm cider. Besides, he was thirsty for a cold drink.

As Mark continued to practice for his big game the next day, he wondered about Mia’s regular Saturday morning customers. *Where were the kids and joggers and bike riders?* Then he remembered that it was a holiday weekend. *People are probably out of town.*



After nearly an hour of dribbling and kicking, Mark finished his practice during which he had glanced at Mia, who never received a customer. Looking at her one last time, he went inside to get 50 cents from his mom. A few moments later, he was at Mia's stand.

"I'll take a cup of cider." Mark handed Mia the money.

"Really?" squealed Mia, dropping the coins into her jar.

"Mia!" her mother called from the front door. "Time to come inside!"

"Okay!" Mia called back to her mother before turning to back to her customer.

"Thanks, Mark."

"No sweat."



## A Favorite Sweater

Inside her house, Mia's mother was reading the newspaper.

"Oh goodness, it's going to get cold tomorrow night. I'm so glad your father fixed the furnace last weekend."

Mia, still beaming, thought for a moment before turning to her mother.

"Mom, what about all of those people who don't have heat or any warm place to stay at all?"

"What do you mean, dear?"

Mia paused for a moment and then pulled off her sweater. "Oooh, mamma. I love this sweater. I wear it almost everyday, but it's getting too small. Maybe it's time for it to be another little girl's favorite."

Mia's mother smiled.

"I think that's an excellent idea. I'll meet you upstairs with some bags. I'm sure the **donation center** is open for a few more hours.



## A Lost Kitten

Mia and her mother filled two bags with warm clothes and hopped in the car. On the way over to the donation center, Mia's mother slammed on the brakes.

"Mamma! What's wrong?"

A small kitten walked slowly in front of the car. "Do you think it's lost?" Mia continued.

"I haven't seen a house in a while. And this is a busy street. Let's take the kitten to the animal rescue center where it will be safe." Mia's mom jumped out of the car, scooped up the kitten, and placed it on Mia's lap.

"It's so tiny!" said Mia, as she gently stroked the kitten. "And it's shaking!"





### A Thank You Tip

“And who do you belong to, little kitty?” asked the young man from behind the desk at the rescue center. He wore a nametag that read, “Duane.”

“We don’t know,” said Mia.

“It was lost on Highway 54,” continued Mia’s mother.

“You were right to bring it here,” Duane said, scooping the kitten from Mia’s arms. “We’ll take good care of it. And I’m sure its owners will check in soon.”

Mia and her mother felt **relieved** that the kitten was safe and off the street.

For the next several hours, Duane bathed, fed, and soothed the kitten. When its owners finally came for their pet, Duane and the kitten were tangled in a ball of yarn.

“Charlie!” A young boy rushed toward the kitten.

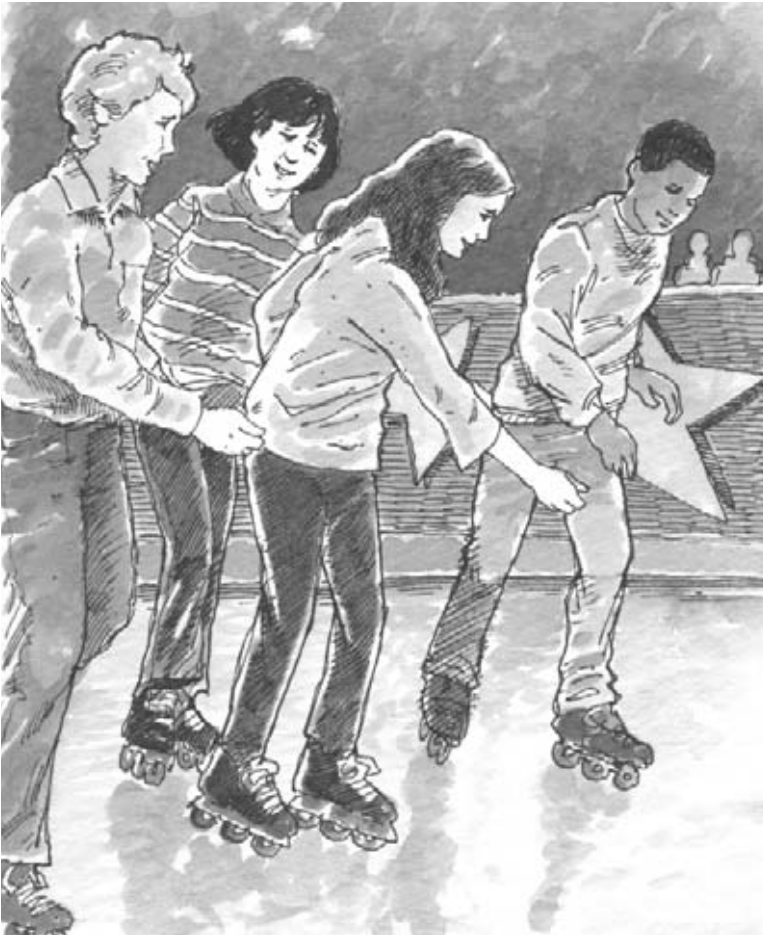
“Thank goodness he’s safe,” sighed the boy’s mother. “And thank goodness someone found him and brought him here.”

After the woman donated some money to the center for the kitten’s care, she reached again for her wallet.

“Oh, no, no, no, you don’t need to do that,” Duane pleaded, shaking his hands in front of her. “I’m a **volunteer.**”

“But I insist,” the woman said, “You took such good care of our Charlie.” She handed Duane a **tip.**





### A Snack

When Duane left the shelter that evening, he met his friends at the skating rink. The friends taught each other new skating moves. They raced. And they made up funky dance moves to the loud music.

“Let’s take a break. Anyone up for hot cocoa and popcorn?” Duane asked.

At the snack bar, everyone pulled out his or her money—everyone but Rosaria.

Duane knew her family was going through some hard times, and she didn’t have any extra money for snacks. Duane, however, did because of the tip he received from the woman at the shelter. He planned on putting it toward the digital music player he was saving up for, but Rosaria was his friend. Consequently, Duane **furtively** slipped a couple dollars into Rosaria’s hand.

“Thanks,” Rosaria whispered to Duane, blushing.





### A Song

The next morning, Rosaria's mother made pancakes for breakfast.

"How are my **chiquitas** today?" she asked her daughters.

"Great!" Rosaria chirped.

"Horrible," Anna whined. "For three weeks I've been sitting home with this broken leg. I'm bored out of my mind. My leg itches. And I'm missing another soccer game!"

Rosaria's smile fell. Usually, Anna **annoyed** Rosaria. But today, she made Rosaria think. While she ate her pancakes in silence, she thought about how she could make Anna happy.

After breakfast, Rosaria invited Anna to her room, which was normally off-limits.

"Sit down, Anna. I'm going to give you a concert!" Rosaria pulled out her guitar.

"Are you serious?" Anna squealed. "You never let me hear you play!"

Rosaria played slow songs, fast songs—even a song she wrote. When the concert was over, Rosaria gave Anna one final treat: she taught her sister to play three guitar chords.

"With these three chords, you can play tons of songs," Rosaria said.

Anna was so happy, she could burst.





## A Letter

Anna was so **engrossed** with the guitar concert, she nearly forgot about the soccer game she was missing. Once Rosaria left, she thought about her team and her amazing coach. So, she pulled out a piece of stationery and began to write.



*Dear Coach Jake,*

*I am miserable that I can't finish the season, but I want to thank you for teaching me so much about soccer and for showing me that I am faster and stronger and tougher than I ever thought before!*

*See you next season,  
Anna*

Anna hobbled to the mailbox in front of the house and mailed her letter.

## A Blanket

That afternoon, Mark arrived early at the soccer field to practice. His dad and grandmother came to watch the game.

"Hey, Mark. Hello, Mr. James. And who is this?" Coach Jake held his hand out for Mark's grandmother to shake.

"Hello, dear," Grandma smiled. "I've heard so much about you, Coach Jake."



"No kidding? Well, I'm glad you could make it. Mark is quite a player, you know." Coach Jake paused, then looked closer at Grandma. "Are you cold, ma'am? You're shivering!"

"You know, dear, I *am* a bit chilly," Grandma said.

"Hold on a second," Coach Jake dashed to his car.

When he returned, he placed a plaid wool blanket on Grandma's lap.

"Well, aren't you thoughtful! I sure do **appreciate** this, Coach," Grandma said with a big smile.



## SPRAK!

"Thanks for doing that for my grandma, Coach Jake."

Mark and Coach Jake jogged out to the field to practice.

"Hey, it was nothing. I'm in the mood to SPRAK," Coach Jake replied.

"You're in the mood to *what*?" Mark asked.

"You know—SPRAK. **S**pread **R**andom Acts of **K**indness. It feels good to think about others."

"I've never heard of SPRAK," laughed Mark.





"I see you SPRAK all the time, man! Remember last week when that little kid dropped his warm pretzel and cried? You went over and made him laugh. And a few weeks ago when it was warm, you poured water into a cup so that dog got a drink. I felt like spreading some kindness today, too." Coach Jake head-butted the ball to Mark.

"Cool," Mark said as he caught the ball on his foot and dribbled toward the goal.

"Yeah. It is cool to SPRAK. Now let's see what you've got!"

## Glossary

|                                      |                                                                                             |
|--------------------------------------|---------------------------------------------------------------------------------------------|
| <b>annoyed</b> ( <i>v.</i> )         | to disturb or bother (p. 13)                                                                |
| <b>appreciate</b> ( <i>v.</i> )      | to be grateful for (p. 17)                                                                  |
| <b>chiquitas</b> ( <i>n.</i> )       | (Spanish) little ones (p. 13)                                                               |
| <b>donation center</b> ( <i>n.</i> ) | a place where people bring their clothes and household items so others can have them (p. 6) |
| <b>engrossed</b> ( <i>v.</i> )       | completely interested in something (p. 15)                                                  |
| <b>furtively</b> ( <i>adv.</i> )     | sly or sneaky (p. 12)                                                                       |
| <b>relieved</b> ( <i>v.</i> )        | to be free of worry (p. 9)                                                                  |
| <b>tip</b> ( <i>n.</i> )             | a gift of money that is given in return for a service (p. 10)                               |
| <b>volunteer</b> ( <i>n.</i> )       | someone who offers a service without being asked or paid (p. 10)                            |

Name \_\_\_\_\_



**Instructions:** Write a prediction in the *Make* column. As you read, revise the prediction in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

| Make | Revise | Confirm | Actual |
|------|--------|---------|--------|
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |

SPRAK1 • LEVEL Q • 1

SKILL: PREDICTION

Name \_\_\_\_\_

**Instructions:** As you read, list causes in the left column and their effects in the right column.

| Causes            | Effects           |
|-------------------|-------------------|
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |

Name \_\_\_\_\_

**Instructions:** Write each vocabulary word and definition from the glossary on a card. Then cut out the cards and spread them face down on the table. Play Concentration to match the words with their definitions.



|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



Name \_\_\_\_\_

**Instructions:** Choose an adverb from the word box that best describes the verb in the sentence, and write it on the line provided. Then circle the verb that the adverb describes.

|         |           |         |        |
|---------|-----------|---------|--------|
| gently  | furtively | nearly  | easily |
| finally | friendly  | quickly | kindly |

1. Mark dashed \_\_\_\_\_ back into the house to get 50 cents.
2. Mia \_\_\_\_\_ stroked the kitten until they reached the rescue center.
3. The volunteer treated the kitten \_\_\_\_\_ until the owners \_\_\_\_\_ arrived.
4. Duane \_\_\_\_\_ slipped a couple dollars into Rosaria's hand.
5. She \_\_\_\_\_ said "Thanks" with a smile.
6. By the time they finished playing guitar, it was \_\_\_\_\_ dinnertime.
7. Mark \_\_\_\_\_ caught the ball on his foot and dribbled toward the goal.



# Vincent's Bedroom

A Reading A-Z Level Q Leveled Reader

Word Count: 848

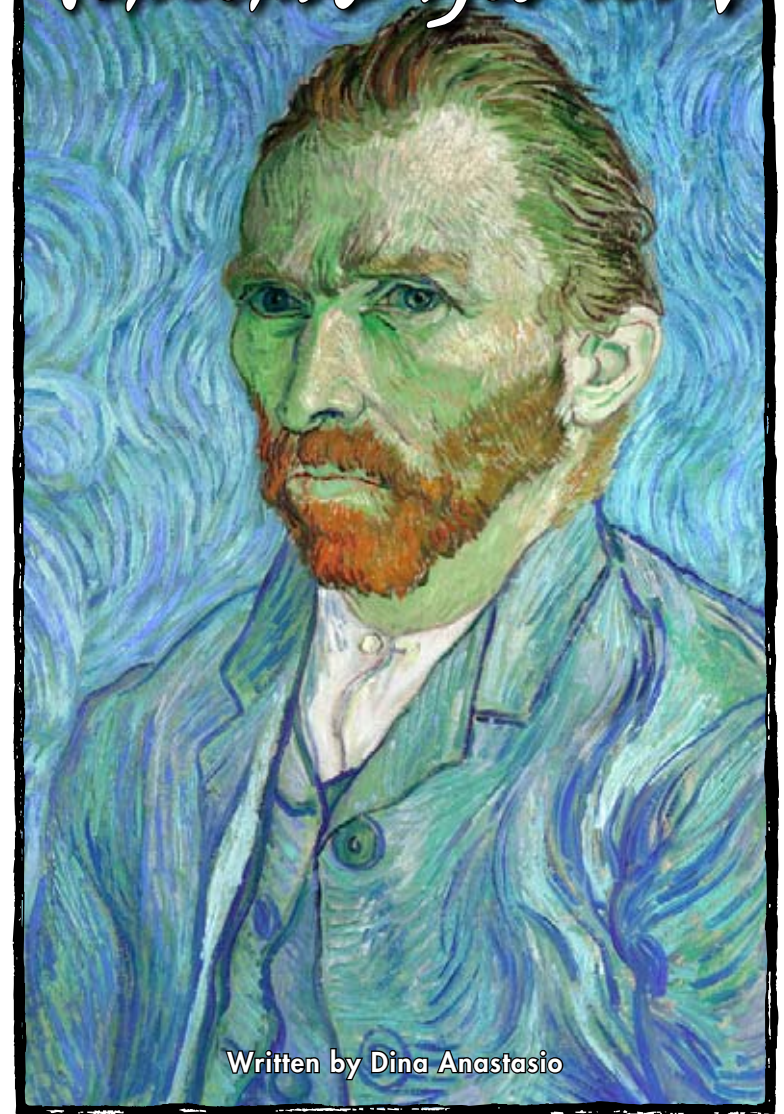


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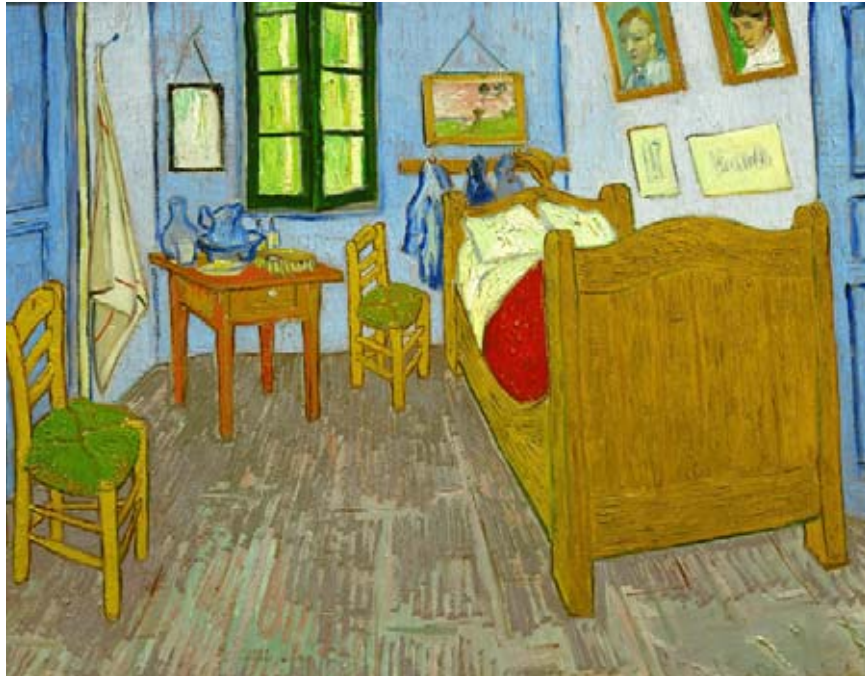
LEVELED READER • Q

## Vincent's Bedroom



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# Vincent's Bedroom



Written by Dina Anastasio

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**Editor's note:** Vincent Van Gogh's handwriting style was the model used to create the typeface for the cover page title, the chapter headings, and the personal letter in this book.

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Level Q Leveled Reader  
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## Correlation

### LEVEL Q

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|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |





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## Introduction

In 1888, an artist named Vincent Van Gogh moved from the Netherlands to Arles, France. Vincent was drawn to the beauty and calm of Arles. He liked the way the light from the night stars glittered across the Rhone River and the way the sunlight **glistened** over the yellow wheat that grew on the rolling hills.

Vincent spent most of his days outside, painting pictures of the fields, sky, and sunflowers. This was a new way to paint in the mid-1800s, as most artists up to that point had always painted inside a **studio**.



Van Gogh painted sunflower fields near Arles, France.



**Self-Portrait with Bandaged Ear**  
Oil on canvas,  
60.0 x 49.0 cm.  
Arles: January, 1889

## *Painting Emotions*

Vincent was a man of many strong feelings. At times he felt sadder, angrier, or happier than other people. As his mind and his body **churned** with **despair** and delight, the emotions he felt led him to create some of his greatest paintings. He used color and his own **style** of putting color on the canvas with a brush to show his feelings.



Starry Night (above) and  
a close-up to show brush  
strokes (below)

**Starry Night**  
Oil on canvas, 73.0 x 92.0 cm.  
Saint-Rémy: June, 1889

One of his most famous paintings is called *Starry Night*. In Vincent's mind, the night sky above Arles swirled with emotion. The sky felt alive to him, and he was able to capture its energy in his painting. He painted the moon and bright yellow stars twirling in a navy blue sky.





Because Vincent's **moods** changed often, he understood that he needed a calm and cheerful place in which to live and work. So he rented a bright yellow house and created a bedroom that would help him feel safe and calm.



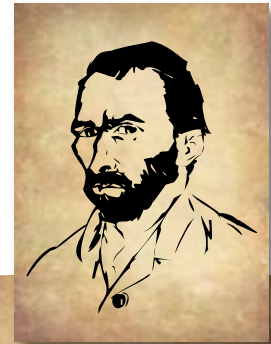
**The Yellow House**  
Oil on canvas,  
72.0 x 91.5 cm.  
Arles: September, 1889

The window on the left with the shutters closed was Van Gogh's bedroom.



## *A Comforting Bedroom*

In a letter written in October 1888 to his brother Theo, Vincent described his bedroom.



*Well, I have painted the walls pale violet. The ground with checked material. The wooden bed and the chairs, yellow like butter; the sheet and the pillow's lemon light green. The bedspread, scarlet coloured. The window green. The washbasin, orangey.*





This painting of Vincent's made this Arles cafe famous.

***The Cafe Terrace***  
Oil on canvas, 81.0 x 65.5 cm.  
Arles: September, 1888

It was a good time for Vincent. In the mornings, he painted all kinds of paintings. In the evenings, he sat in outdoor cafes and chatted with the people of Arles. Later in the evening, he enjoyed coming home to his comforting bedroom.

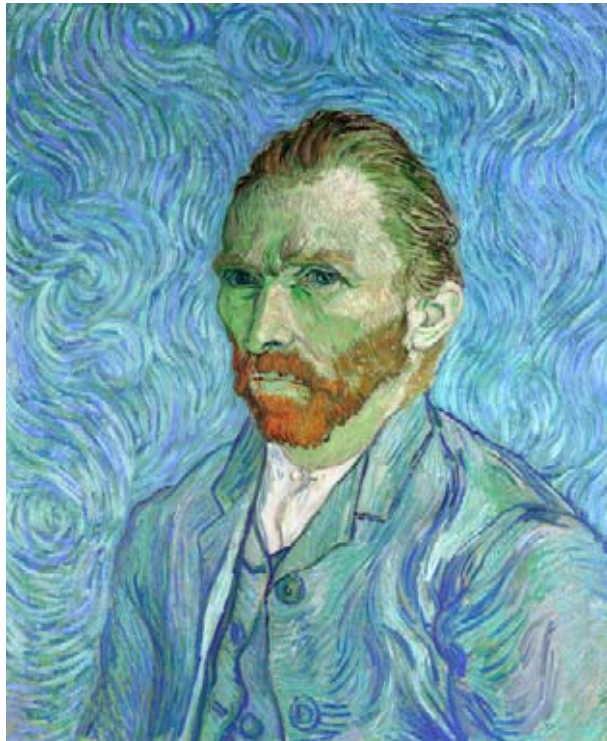


***Sunflowers***  
Oil on canvas,  
92.0 x 72.5 cm.  
Arles: January, 1889



***Sunny Meadow***  
Oil on canvas,  
60.5 x 73.5 cm.  
Arles: July, 1888





**Self-Portrait**  
Oil on canvas, 65.0 x 54.0 cm.  
Arles: September, 1888

## *The Bedroom Series*

During the years 1888 and 1889, Vincent created five works of art showing his bedroom in Arles. Three were brightly colored oil paintings, and two were **sketches**. The three oil paintings, sometimes called the “Bedroom” series, show us a bit of what Vincent’s life was like during the time when he painted the pictures.

Vincent was very close to his brother Theo. Theo supported Vincent’s life as a painter. Vincent wrote many letters to Theo explaining his paintings and telling him about his life in Arles. Theo saved the letters, and today 847 of them can be seen and read in an online **museum**. In one of these letters, Vincent wrote about his bedroom and included a sketch.

**Vincent’s Bedroom in Arles**  
Pencil sketch  
Arles: October, 1888



*My eyes are still tired by then  
I had a new idea in my head and here  
is the sketch of it.*

## *Similar and Different*

Vincent painted for fun. He created more than 2,000 works of art during his lifetime. In Arles, he painted many landscapes and portraits. Each time he painted a picture of his bedroom, he included newer paintings he hung on his walls. Look at the pictures hanging on the walls. How do the pictures on the bedroom walls change from painting to painting?



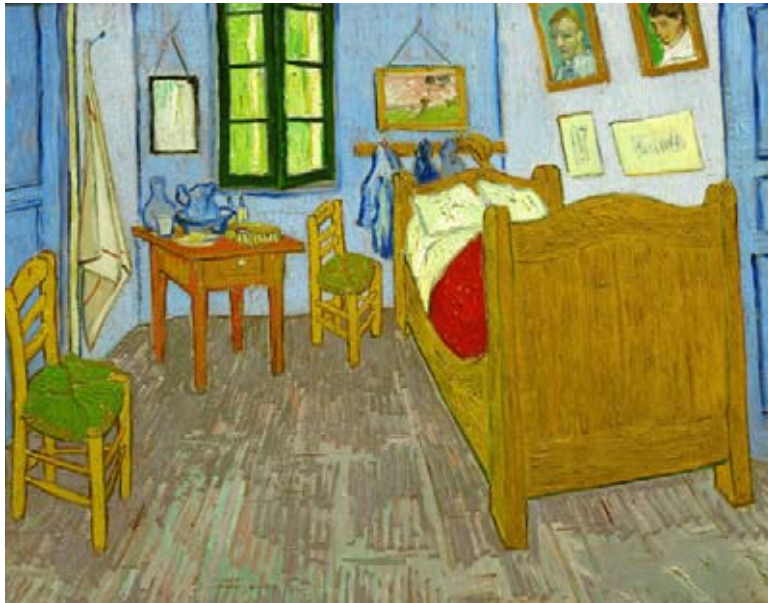
**Vincent's Bedroom in Arles**  
Oil on canvas, 72.0 x 90.0 cm.  
Arles: October, 1888

Vincent created a bedroom that was a simple, restful, cheery **haven**. His oil paintings show some of what life was like in 1888. Indoor plumbing didn't exist then, so if you look carefully at the paintings, you can see that Vincent kept water in his room for washing. He hung his clothes on hooks. Radios, televisions, and CD players had not been invented. Look at the painting. What do you think Vincent did for fun?



**Vincent's Bedroom in Arles**  
Oil on canvas, 72.0 x 90.0 cm.  
Arles: October, 1888





**Vincent's Bedroom in Arles**  
Oil on canvas, 56.5 x 74.0 cm.  
Saint-Rémy: September, 1889

**Bedroom, The**  
Oil on canvas, 73.6 x 92.3 cm.  
Saint-Rémy: September, 1889



Study the three paintings. In many ways they are similar, but some of the details are very different. Can you name three ways in which the paintings differ?

Vincent painted the first painting in October 1888. The painting was damaged when the Rhone River flooded the yellow house. His brother Theo really liked the painting and **encouraged** Vincent to create another painting to replace the damaged one. Vincent created the second painting in September 1889. Look at the two paintings. How do the paintings express what Vincent was feeling?



**Vincent's Bedroom in Arles**  
Close-up detail  
Arles: October, 1888



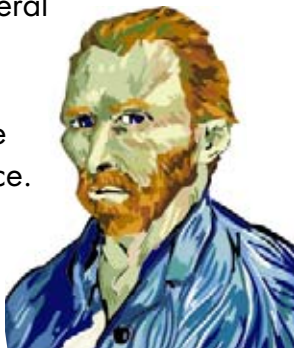
**Vincent's Bedroom in Arles**  
Close-up detail  
Saint-Rémy: September, 1889



**Bedroom, The**  
Close-up detail  
Saint-Rémy: September, 1889

### Where Can You See Vincent's Paintings?

Many people who like art agree that the only way to truly see a painting is to stand in front of it. However, to see just the few paintings in this book you would need to travel to several cities in Europe and North America. However, the Internet created a way for people to see all of Vincent's work in one place. Visit [www.vggallery.com](http://www.vggallery.com) to see how Vincent's painting style changed from his earliest works to his latest.



In the summer of 1889, Vincent decided to make smaller **versions** of his favorite paintings. The painting of his bedroom was one of his favorites, so he painted a third version of it. This version was smaller than the other two versions. It was different in other ways as well. Look at the painting on the walls. How is it different from the paintings on pages 16 and 17?

### Vincent's Style

To paint like Vincent, you would need to use:

- large swirls of color
- thick, short brush strokes
- colors that express feelings



## Colors That Nourish

Vincent Van Gogh loved color. He used color to express his feelings. He loved the colors of the sky, butter, wheat, and light from the sun. The colors he chose for his bedroom made him feel **content** and glad to be home.

Think about how colors affect you. Do bright colors make you feel happy? Can dark colors make you feel sad? If this were your bedroom, what colors would you use to decorate it? Color this drawing to create a bedroom that would make you feel content.



## Glossary

|                                 |                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>churned</b> ( <i>v.</i> )    | moved violently (p. 5)                                                                                      |
| <b>content</b> ( <i>adj.</i> )  | feeling pleased or satisfied (p. 19)                                                                        |
| <b>despair</b> ( <i>n.</i> )    | a deep feeling of no hope (p. 5)                                                                            |
| <b>encouraged</b> ( <i>v.</i> ) | urged someone in a helpful way to do something (p. 16)                                                      |
| <b>glistened</b> ( <i>v.</i> )  | shone brightly (p. 4)                                                                                       |
| <b>haven</b> ( <i>n.</i> )      | a place that offers comfort, rest, protection, or shelter (p. 13)                                           |
| <b>moods</b> ( <i>n.</i> )      | states or frames of mind (p. 7)                                                                             |
| <b>museum</b> ( <i>n.</i> )     | a building or place that displays objects of artistic, historical, educational, or scientific value (p. 12) |
| <b>sketches</b> ( <i>n.</i> )   | rough drawings (p. 11)                                                                                      |
| <b>studio</b> ( <i>n.</i> )     | a place where an artist works (p. 4)                                                                        |
| <b>style</b> ( <i>n.</i> )      | a distinctive artistic form such as in music or art (p. 5)                                                  |
| <b>versions</b> ( <i>n.</i> )   | forms that are different from the original (p. 18)                                                          |



Name \_\_\_\_\_

**Instructions:** Visualize information from each section of the book. Then draw what you pictured in the frames. You may use the back of the worksheet if you need more space.



VINCENT'S BEDROOM • LEVEL Q • 1

SKILL: VISUALIZE

Name \_\_\_\_\_

**Instructions:** Identify and circle the adjective(s) in each sentence. Then, identify and underline all of the nouns the adjectives described.



1. Vincent was a man of many strong feelings.
2. One of his most famous paintings is called Starry Night.
3. In the evenings, he sat in outdoor cafes.
4. Vincent created five works showing his comforting bedroom.
5. Vincent created a simple, restful, cheery bedroom.
6. The painting was damaged when the yellow house flooded.
7. Vincent decided to make smaller versions of his favorite paintings.
8. Do bright colors make you feel happy?



Name \_\_\_\_\_

**Instructions:** Change each verb to past tense and write it on the line in the first column. Then use the present-tense and past-tense of each word in a sentence and write it on the lines in the second column.

| Verb              | Sentence       |
|-------------------|----------------|
| 1. check<br>_____ | _____<br>_____ |
| 2. enjoy<br>_____ | _____<br>_____ |
| 3. need<br>_____  | _____<br>_____ |
| 4. rent<br>_____  | _____<br>_____ |
| 5. use<br>_____   | _____<br>_____ |

# The Legend of Nessie

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,118*

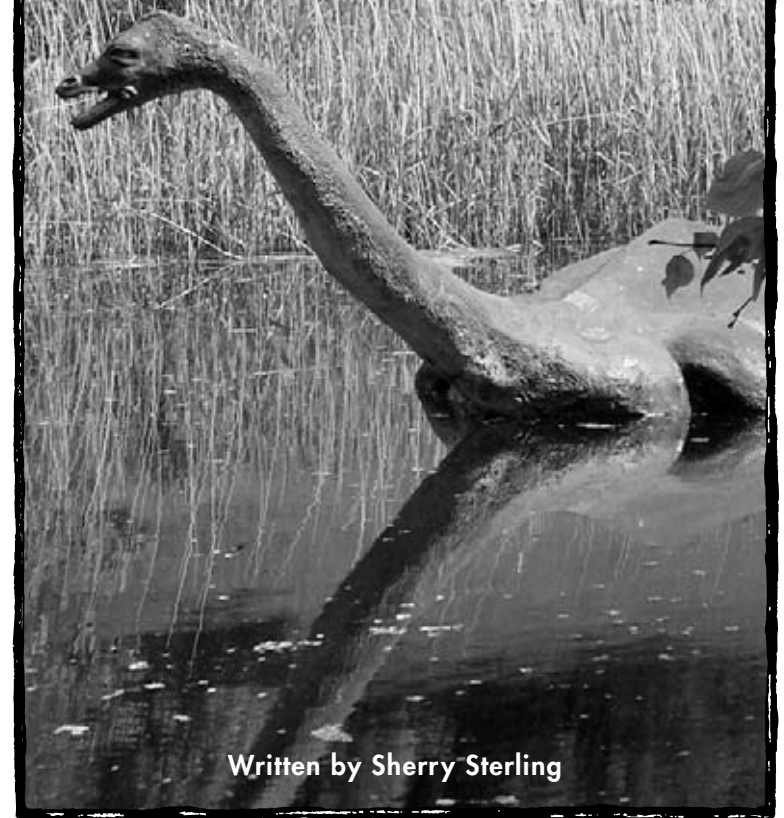


  
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LEVELED READER • Q

# The Legend of Nessie



Written by Sherry Sterling

[www.readinga-z.com](http://www.readinga-z.com)

# The Legend of Nessie



Written by Sherry Sterling

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Level Q Leveled Reader  
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



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## Word Origins

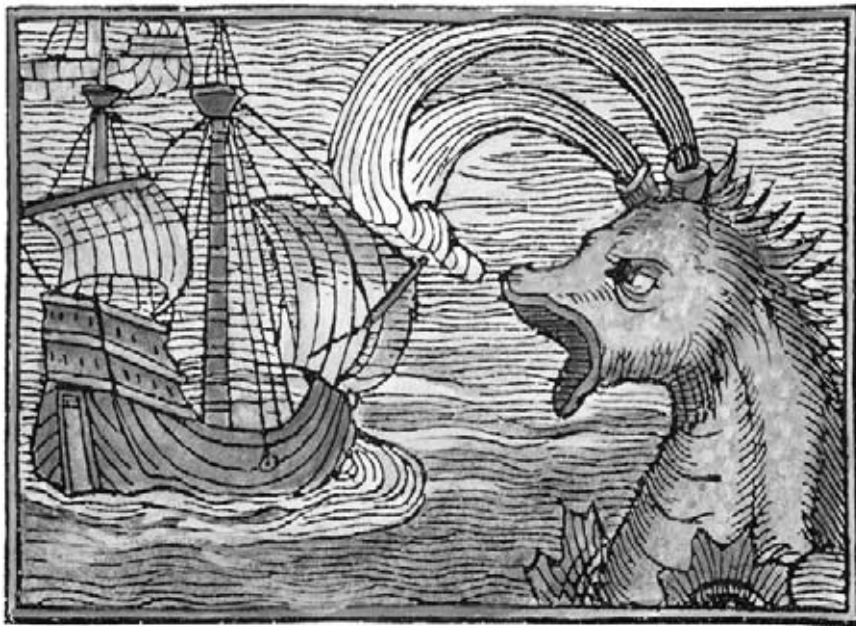
The word *loch* means lake or a narrow arm of the sea that stretches inland. It comes from the language of Scotland, called Scottish Gaelic (GAY-lick).

## Introduction

Is the Loch Ness Monster a myth or a **legend**? People have described seeing something strange emerging from the dark waters of Loch Ness in Scotland. They describe an animal similar to the descriptions of ancient dragons or sea serpents. The monster has a dark body, long neck, sheep-like head, and two or more humps on its back. The monster, called Nessie, is named after the *loch*, or lake, in which it lives.



Strange creatures of the sea are found in many legends, myths, and stories. Scottish myths have been passed down about a water spirit, called a *kelpie*, that looks like a horse. When sailors first started sailing beyond the sight of land, they talked about seeing monsters at sea. Some of those monsters were described as being so large that they could swallow a ship! According to legend, these huge, horrible beasts guarded treasure at the bottom of the sea. Could Nessie be one of these monsters of myth or legend?



This monster of legend lived in the "Sea of Darkness."

## The Loch Called Ness

The body of water that is rumored to be home to the legendary Loch Ness Monster is large. In fact, it's the largest body of fresh water in the British Isles. Loch Ness is 24 miles (39 km) long, only 1 mile (1.6 km) wide, and over 800 feet (244 m) deep in some places.



It's much deeper than the seas that surround the British Isles.

Loch Ness was formed during the last ice age. At that time, the land now called Scotland split in two, and earthquakes made a trench. Then glaciers covered that trench until about 12,000 years ago. When the ice melted, it filled the trench with water to form a loch.

Loch Ness's water is very cold. **Peat**, a layer of dead plant material, is thick in the water of Loch Ness. The peat allows light to travel only as deep as a few yards. As a result, sunlight can't warm the water, making it too cold for people to swim in. The top 100 feet (30.5 m) warms up to 54 degrees Fahrenheit (12°C) in the summer. The rest stays at 42 degrees Fahrenheit (6°C) year round. Because of this, most life in the loch, such as fish and seals, stays close to the surface.



A grey seal might be mistaken for a monster when seen in a loch.

## Monster Sightings

For over 1,400 years, curious people have taken Nessie sightings seriously. Scientists have even used NASA's computers, along with underwater cameras and other equipment, to test the loch. But long before this testing began in the 1970s, other sources saw the "monster" in the loch.

The first recorded sighting was in AD 565 by an Irish missionary named Saint Columba. The report says he asked his servant to swim across the loch to get a boat. A creature came to the surface, roared, and opened its mouth. Columba commanded it to go back, be quiet, and not touch the man. It did, and every sighting since then has been quiet and peaceful.



This man, who lives on Loch Ness, claims to have seen Nessie more than once.



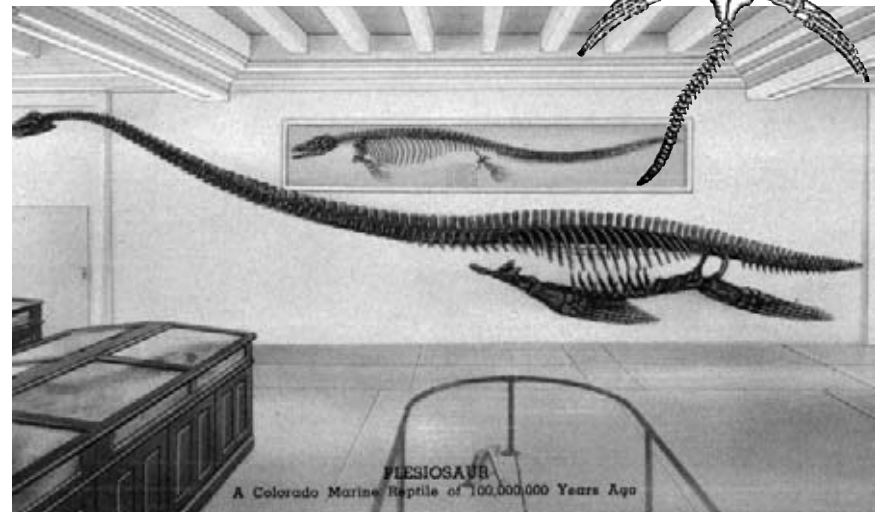
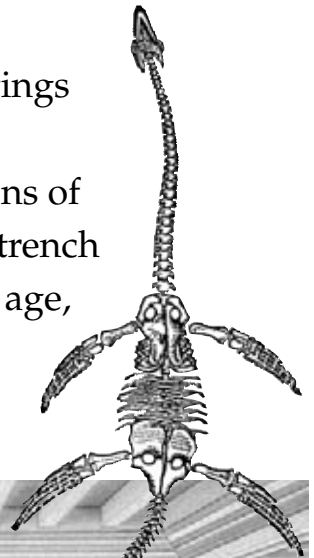
Urquhart Castle overlooks some of the deepest known parts of Loch Ness.

People kept Nessie sightings quiet until the 1930s, when cameras became popular. Nessie hunting took off with a flash. People wanted to catch Nessie, at least in a picture.

Thousands of people who live in the area have signed a statement promising that they've seen the monster. Most sightings have occurred near the Urquhart (UR-kwart) Castle ruins. The castle ruins are located near the midpoint of the loch, where the water is deepest.

Sightings of strange water creatures are not unique to Loch Ness. People have reported seeing similar creatures in at least 265 lakes and rivers around the world. Some people think the creatures must be a type of saltwater mammal or fish.

Some think the Nessie sightings are of a prehistoric reptile that somehow survived over millions of years. They say that when the trench was created during the last ice age, a prehistoric beast or group of beasts became landlocked.



Some people believe the Loch Ness Monster might be related to the plesiosaur, which lived millions of years ago and is now extinct.

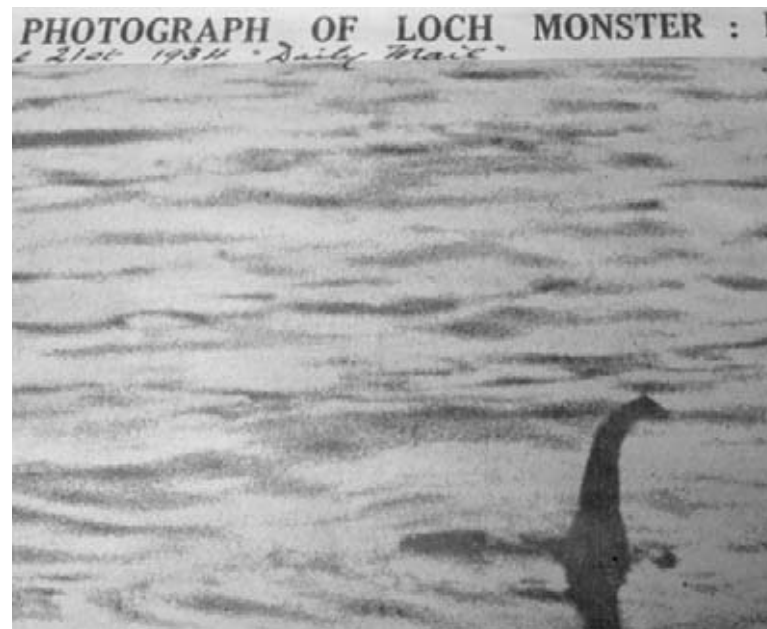


Operation Deep Scan used boats lined up across Loch Ness to search for evidence of the legendary monster.

### Fact or Fiction?

Some accept the reports of Nessie as fact. The believers cite the similarity of descriptions of Nessie, the number of eyewitness reports, and possible **sonar** evidence. Others think of the reports as legends to keep children away from the deep, cold waters of the loch. The nonbelievers cite the lack of hard scientific evidence that proves Nessie is real.

Some people have tried to make the world believe Nessie is real by creating **hoaxes**. These hoaxes are tricks that keep the legend of the Loch Ness Monster alive.



This photograph was printed in a newspaper in 1934, but later, people learned it was a hoax.

A few of the most famous hoaxes are based on photographs. People thought a photo of three humps was the real monster. It turned out to be a picture of three **bales** of hay covered in black tar. A famous photograph from 1934 turned out to be a fake sea-serpent head attached to a toy submarine.

Another hoax in 1934 got people excited when they saw a giant footprint in the mud on the banks of the loch. A man had used a stuffed hippopotamus foot to make the footprint.

Scientists got involved, despite all the hoaxes. They wanted to learn whether Nessie was real and put an end to the mystery. There was enough consistent evidence that people couldn't explain. For example, sonar picked up a long object moving 480 feet deep in the loch. That is too deep for most fish. They decided to map the entire loch.

In 1987, scientists launched "Operation Deep Scan." They used 24 boats to map the bottom and sides of the loch with sonar equipment. Sonar uses sound to identify the shapes of objects. A sound is sent out from a sonar machine. When the sound hits an object, the sound bounces back as an echo. Scientists measure the time it takes for the sound to bounce back, which helps them create a picture. A sonar machine used in the loch shows objects that can't be seen under the murky water.

Some sounds from "Operation Deep Scan" were echoes from the loch's steep sides. But they could not explain at least one echo from a "large and moving" object 200 feet down. No one knows for sure what the object was. Was it Nessie?



Divers launch this "creature camera" into Loch Ness to try to capture underwater photographs of the legendary monster.

Studying the loch has turned up other findings. In 1981, the Loch Ness Project found fish called red-bellied Arctic (ARK-tick) char. They had been living at a depth of 700 feet (213.36 meters) for over 12,000 years—since the last ice age. Experts had thought the waters were too cold for life below a few hundred feet. The discovery of red-bellied Arctic char surprised them.



Do you see Nessie?

## Conclusion

Maybe the Loch Ness Monster will one day lose its legendary status. It might someday be identified as a new **species** (SPEE-seez) of fish. But for now, Nessie remains a mystery. That mystery might be its greatest appeal. The legend continues to capture people's imaginations.

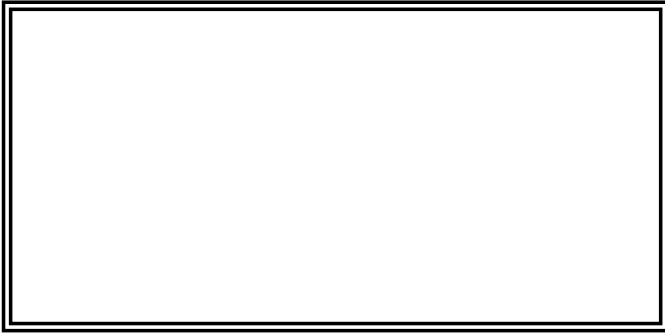
## Glossary

|                              |                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>bales</b> ( <i>n.</i> )   | tightly wrapped bundles<br>(p. 12)                                                                                                |
| <b>hoaxes</b> ( <i>n.</i> )  | tricks played on people to try to make them believe something is real when it is not (p. 11)                                      |
| <b>legend</b> ( <i>n.</i> )  | historical story that is believed to be true, but cannot be proved (p. 4)                                                         |
| <b>peat</b> ( <i>n.</i> )    | brown, soil-like material used in gardening and as fuel (p. 7)                                                                    |
| <b>sonar</b> ( <i>n.</i> )   | a system to find objects under water and to measure water's depth by making sounds and measuring their echoes coming back (p. 11) |
| <b>species</b> ( <i>n.</i> ) | a group of animals that are similar to one another and may have babies with each other (p. 15)                                    |



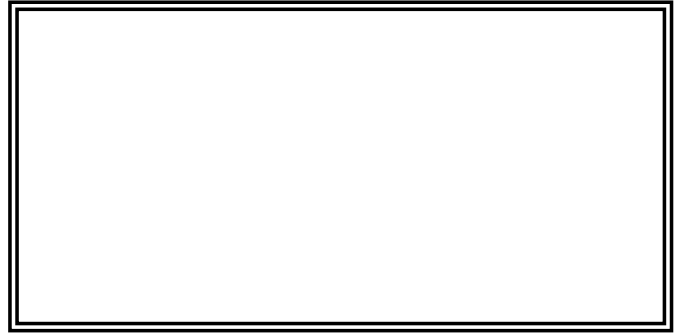
Name \_\_\_\_\_

**Instructions:** Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.



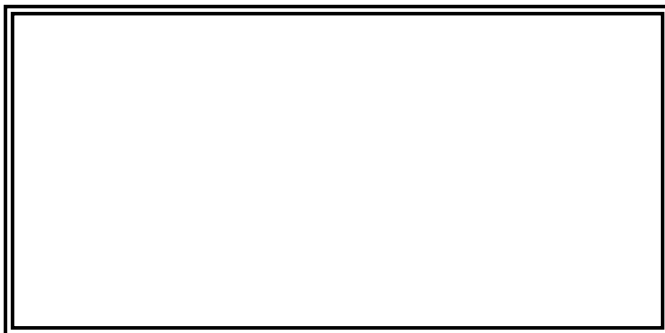
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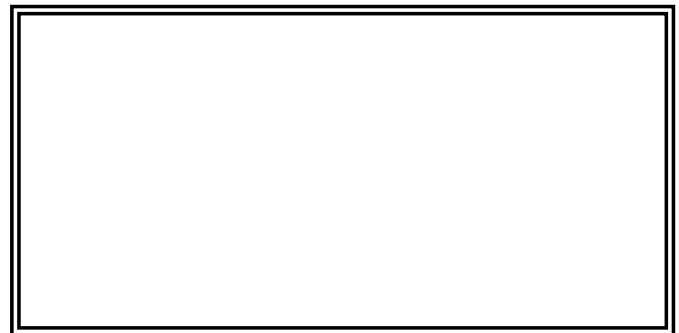
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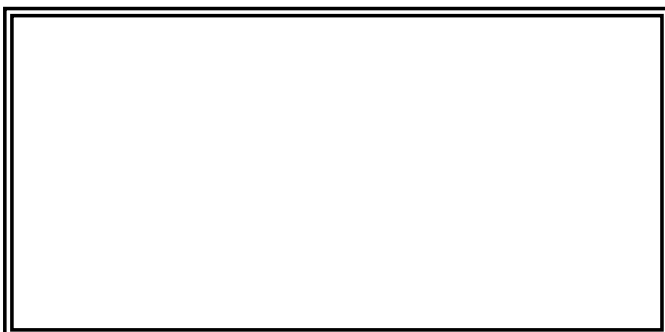
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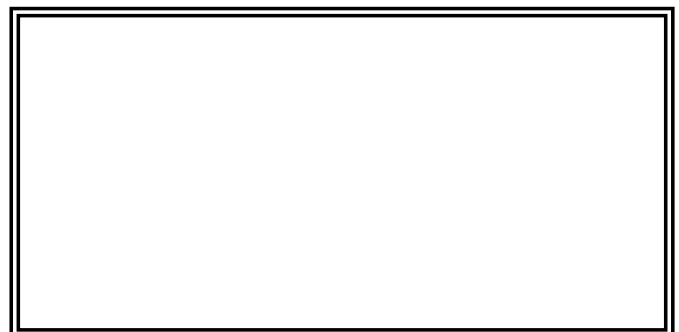
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Name \_\_\_\_\_

**Instructions:** Turn to pages 13 and 14 in *The Legend of Nessie* and locate four separate paragraphs. For each paragraph, write the main idea and supporting details in the boxes below.

| Book Title:               |                                   |
|---------------------------|-----------------------------------|
| Main Idea of Paragraph 1: | Details<br>1.<br><br>2.<br><br>3. |
| Main Idea of Paragraph 2: | Details<br>1.<br><br>2.<br><br>3. |
| Main Idea of Paragraph 3: | Details<br>1.<br><br>2.<br><br>3. |
| Main Idea of Paragraph 4: | Details<br>1.<br><br>2.<br><br>3. |

THE LEGEND OF NESSIE • LEVEL Q • 2

SKILL: MAIN IDEA AND DETAILS

Name \_\_\_\_\_

**Instructions:** On the lines provided, write the subject, predicate, and introductory phrase for each of the sentences below.

- ① According to the legend, these huge, horrible beasts guarded treasure.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

- ② In fact, it's the largest body of fresh water in the British Isles.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

- ③ At that time, the land now called Scotland split in two.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

- ④ When the ice melted, it filled the trench with water to form a loch.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

- ⑤ As a result, sunlight can't warm the water, making it too cold for people to swim.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

- ⑥ Because of this, most life in the loch stays close to the surface.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Introductory Phrase: \_\_\_\_\_

Name \_\_\_\_\_

**Instructions:** In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns. Use a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence.

people kept nessie sightings quiet until the 1930s. that is when cameras became popular. nessie hunting took off with a flash. people wanted to catch nessie, at least in a picture.

thousands of people who live in the area have signed a statement promising that they've seen the monster. most sightings have occurred near the urquhart (ur-kwart) castle ruins. the castle ruins are located near the midpoint of the loch where the water is deepest.

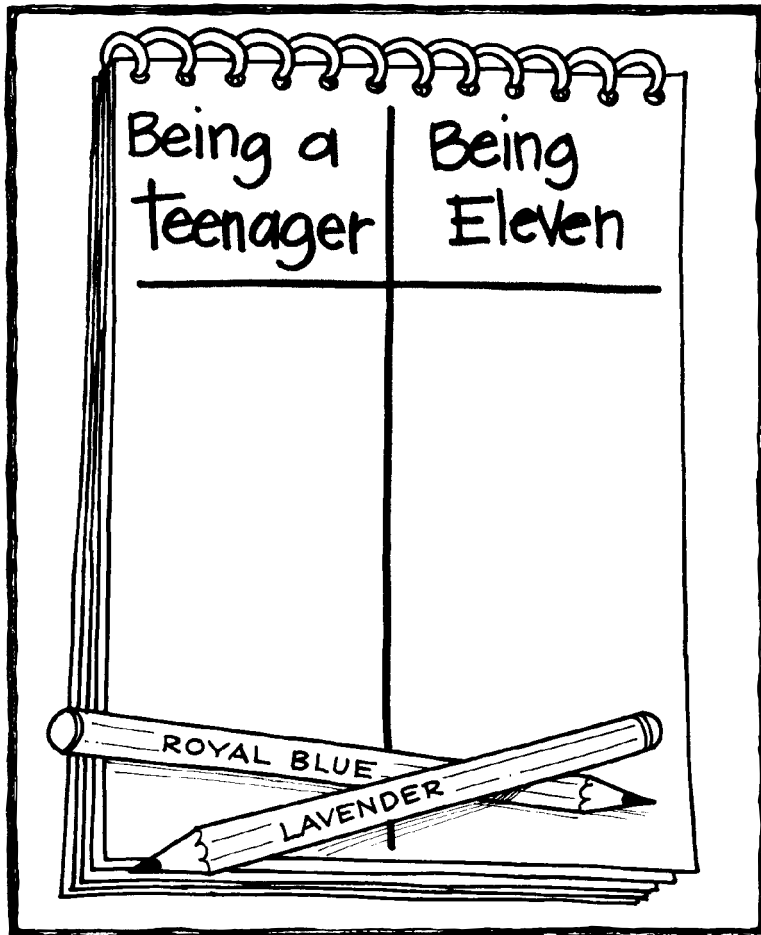
sightings of strange water creatures are not unique to loch ness. people have reported seeing similar creatures in at least 265 lakes and rivers around the world. some people think the creatures must be a type of saltwater mammal or fish.



# Eleventeen

A Reading A-Z Level Q Leveled Reader

Word Count: 1,310

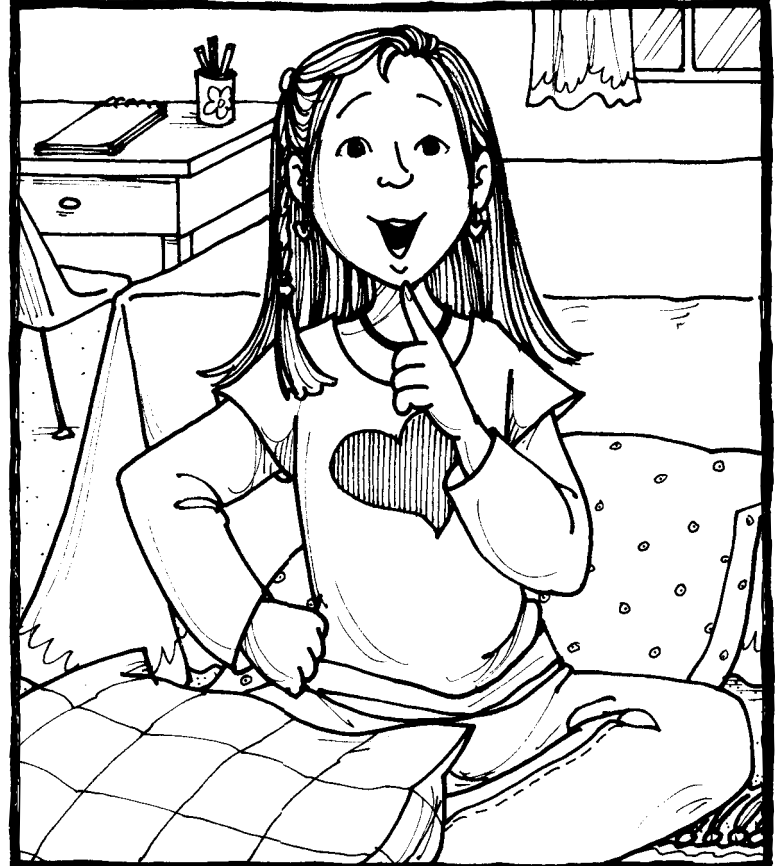


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LEVELED READER • Q

# Eleventeen



Written by Annette Carruthers  
Illustrated by Michelle Dorenkamp

[www.readinga-z.com](http://www.readinga-z.com)

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Level Q Leveled Reader  
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |





Sarah turned eleventeen yesterday, which made it a very special day. A person can turn eleventeen only once, and most people never turn eleventeen at all.

In fact, I'll let you in on a little secret. Sarah is the only person who has ever turned eleventeen. Ever! Not a single other living soul has done it. Not a single other dead soul has done it either.

You're probably wondering how Sarah accomplished this rare and extraordinary feat. This, of course, is that story.

"I'm bored," said Sarah, as she walked into the kitchen for breakfast one Saturday morning.

"Would you like to invite a friend over?" asked her mother.

"No," said Sarah, "that's not the problem. I'm bored being ten."

"Well, your birthday is only a few weeks away," said her mother, "so you won't have to be ten much longer."



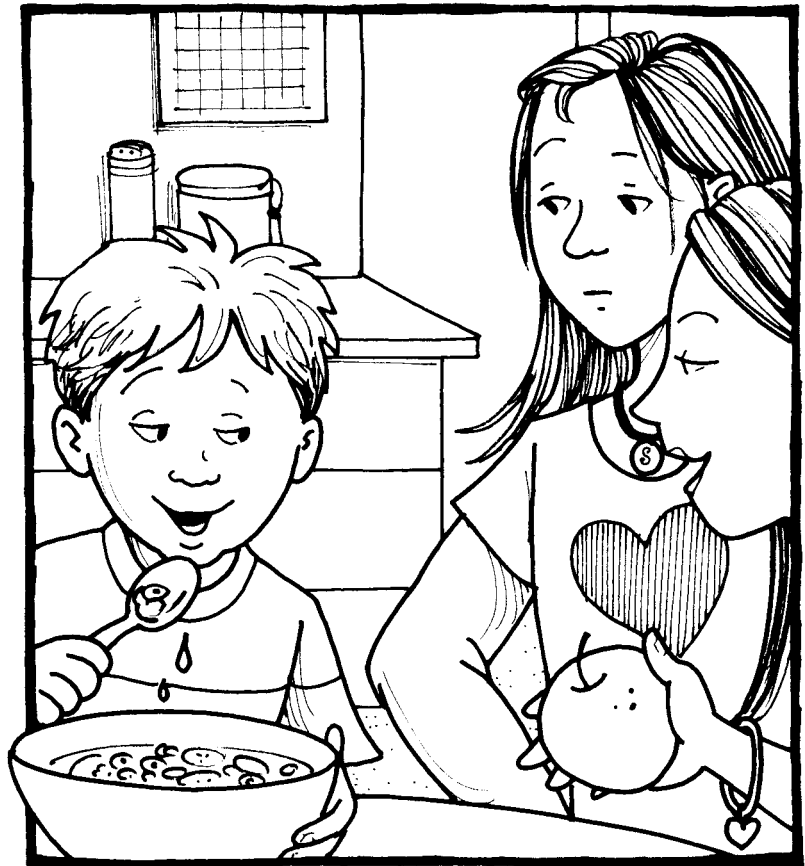


"I'm bored being eleven," Sarah said.

"You've never even been eleven!" interjected her big sister, Kate, entering the room. "I guess you want to be a teenager, just like me."

"I want to be like you about as much as I want to be a snail," Sarah retorted, proud that she could think of a comeback so quickly.

"Well, that's funny because you are as slow as one," said Kate.



Uh-oh. Sarah needed another comeback, quick, and she didn't have one on the tip of her tongue. Her eight-year old brother, Noah—as usual, at the breakfast table before anyone else—saved her.

"I wish you were both eighteen," Noah said.

"Why?" asked Mom.

"Because then they'd both go away to college, and I'd have Mommy all to myself."

"What about Daddy?" asked Sarah.

"What about me?" Dad said as he walked into the kitchen, opening the newspaper and not looking where he was going.

Noah smirked and "humphed," as if to say that everyone knows dads are not nearly the problem that big sisters are.



"Sarah's bored being ten," Mom said to Dad. He looked up and noticed everyone looking at him.

"Well, her birthday is only a few weeks away," he said brightly, as if he were sure he had this one figured out. "She won't have to be ten much longer," he concluded.

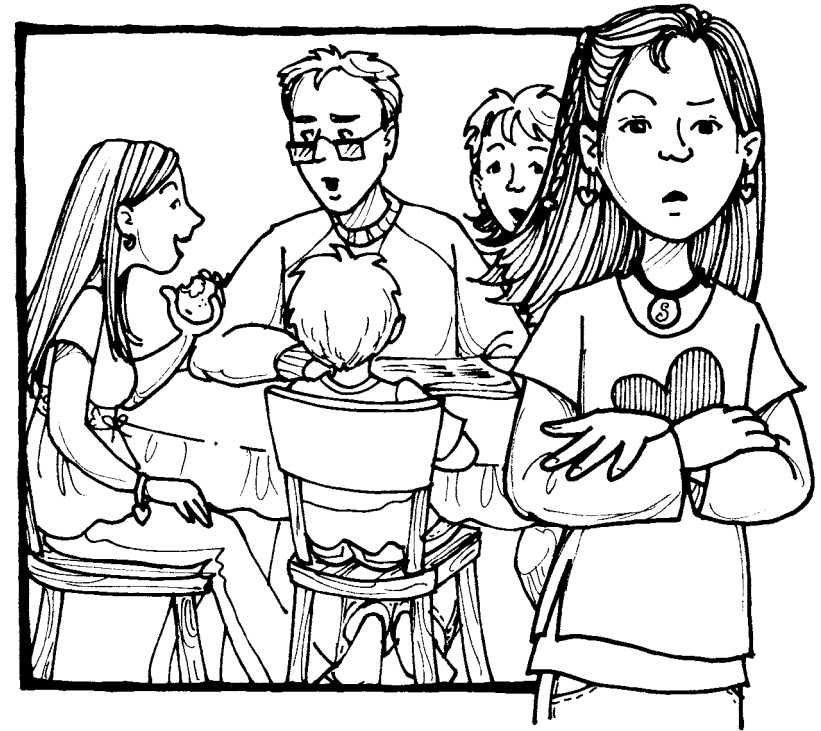
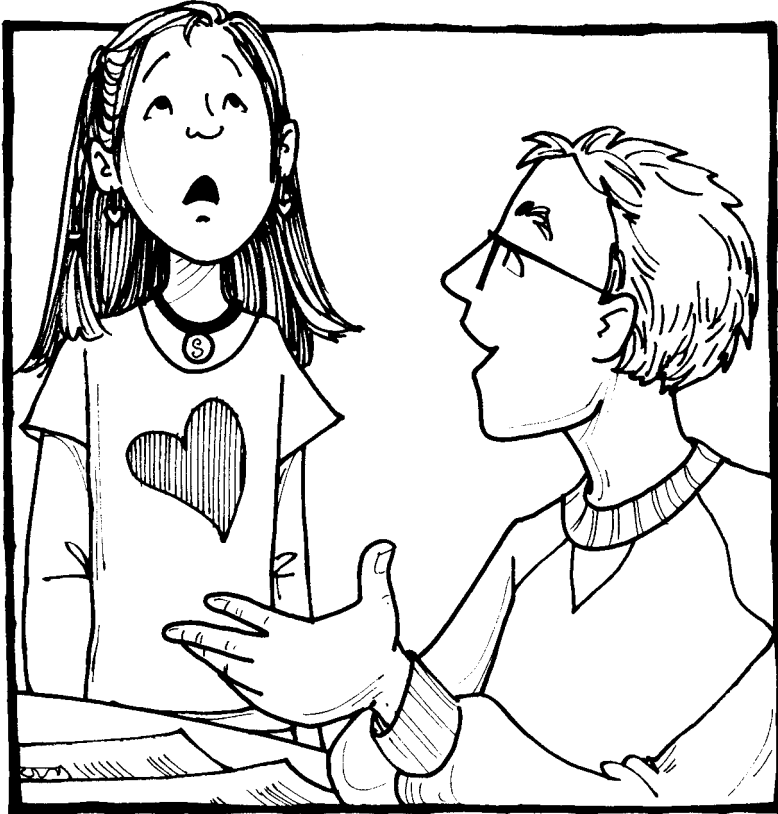
"We've been through that," Sarah and Kate said in unison.

"Oh," Dad said, "so what's wrong with being eleven?"

"It's too far away from eighteen," said Noah.

"So what's the big rush to be eighteen?" asked Dad, clearly confused.

"Oh, never mind," Sarah said, getting up from the table.



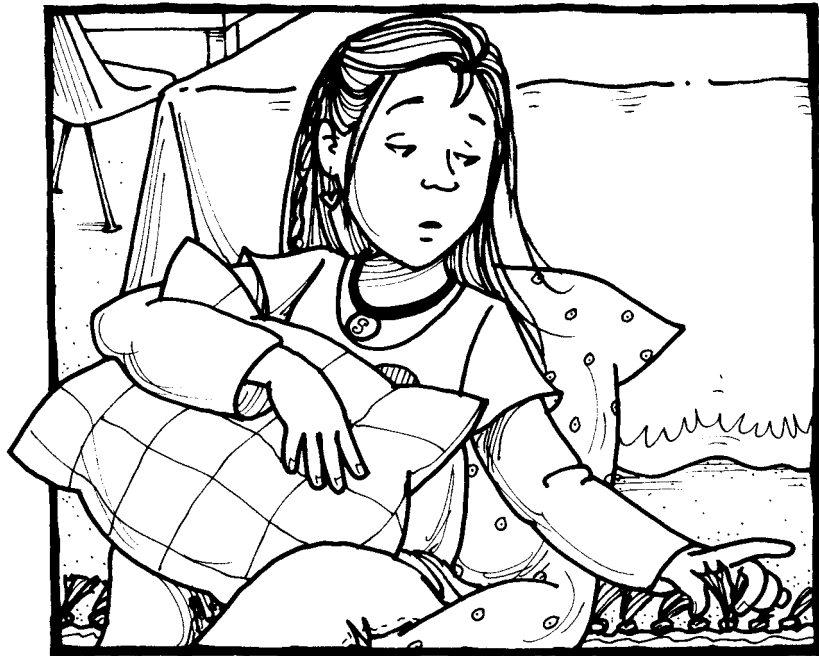
"Aren't you going to eat your breakfast?" Mom asked.

"I'm not hungry," Sarah said.

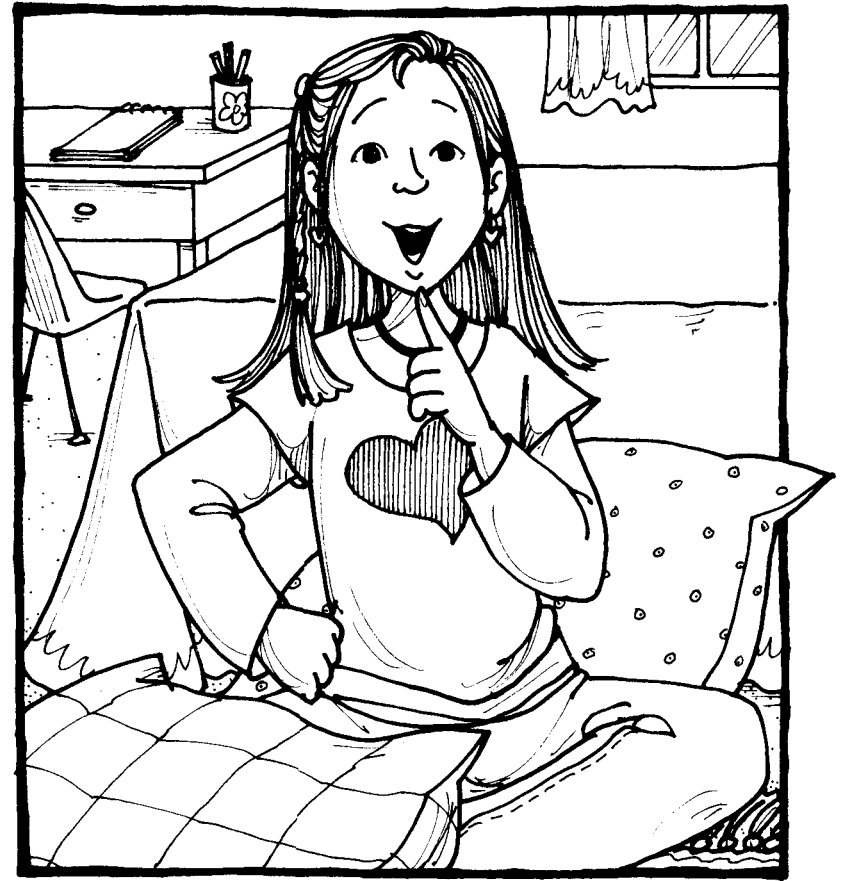
"Right," piped in Kate, her voice dripping with adolescent sarcasm, "she's too busy being bored to be hungry."

"Kate, you're being mean!" said Sarah, storming out of the kitchen. As she left, she heard her father say, for the millionth time, "Kate, be nice to Sarah."

Sarah went to her room. She needed some silence, some time to think. She had to admit that anything that ended with “teen” sounded better than anything that didn’t. “Eleven” isn’t bad, really. At least it has more than one syllable. But then Sarah realized she’d have to spend a whole year being twelve, and twelve sounded just awful. Nothing very exciting could happen to someone called “twelve,” she supposed. She needed to be a teenager, but that was too far away even to think about. It was a dilemma, no doubt about that.



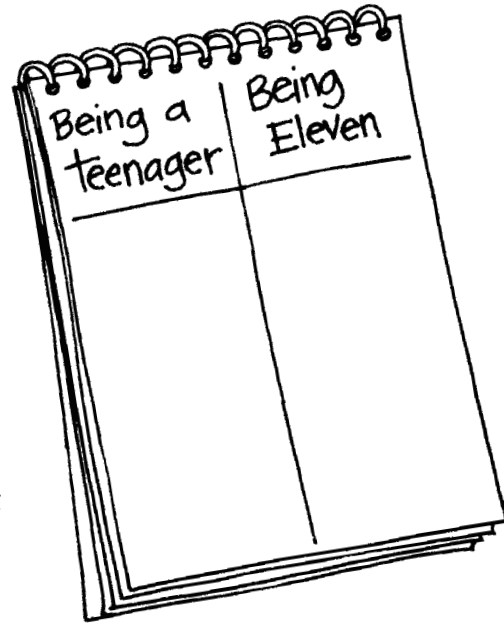
Whenever Sarah had a dilemma, her father would tell her to “weigh the facts.” She was never sure whether he was kidding or thought dilemmas really could be solved by putting facts on some kind of scale. Anyway, she’d never weighed the facts. But then, she’d never solved any dilemmas, either. Maybe there was something to Dad’s advice.



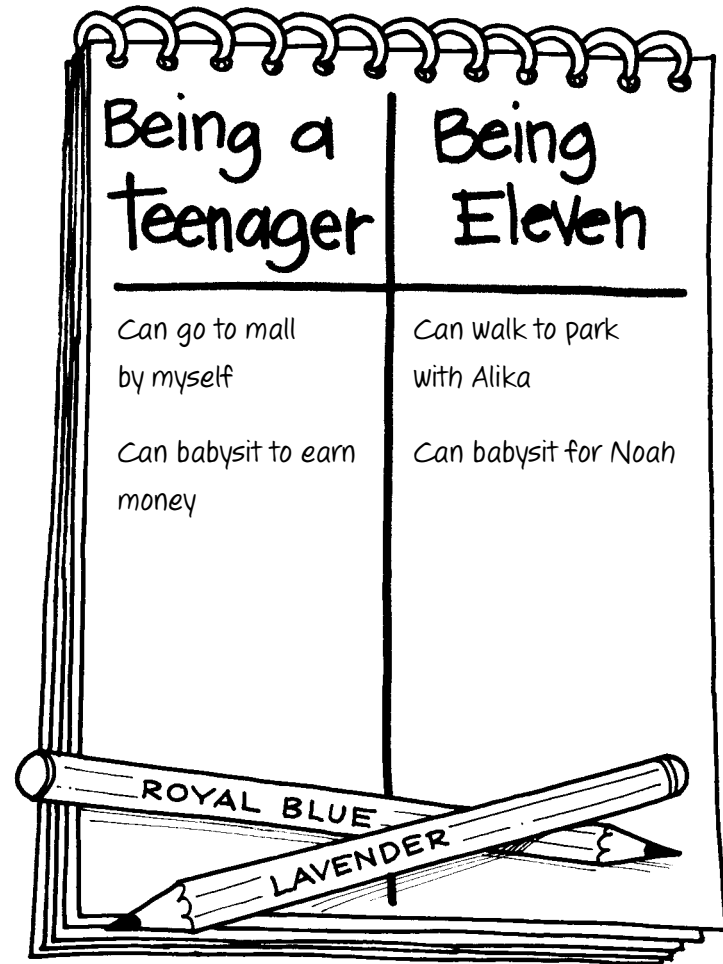
Sarah took out her drawing pad and two colored pencils. She decided a table would be her scale to weigh the facts. The first column was labeled “being a teenager” and was in lavender because it would be wonderful to be a teenager.

The second column was labeled “being eleven” and was in royal blue because the color was full of possibilities.

The whole rest of the page was blank. Sarah started thinking about teenagers and eleven-year-olds so she could decide what to write. She wanted to list all the good things about being a teenager and all the good things about being eleven. She could then compare the good things about each age and see which was better.



The first thing she put in the teenager column was: *can go to mall by myself*. That was a good one because Sarah most definitely could not go to the mall by herself. She kept making entries, and finally the table looked like this:







Sarah started to think about what she'd put in the "being eleven" column. Now that she was turning eleven, she would have more responsibility for herself and others.

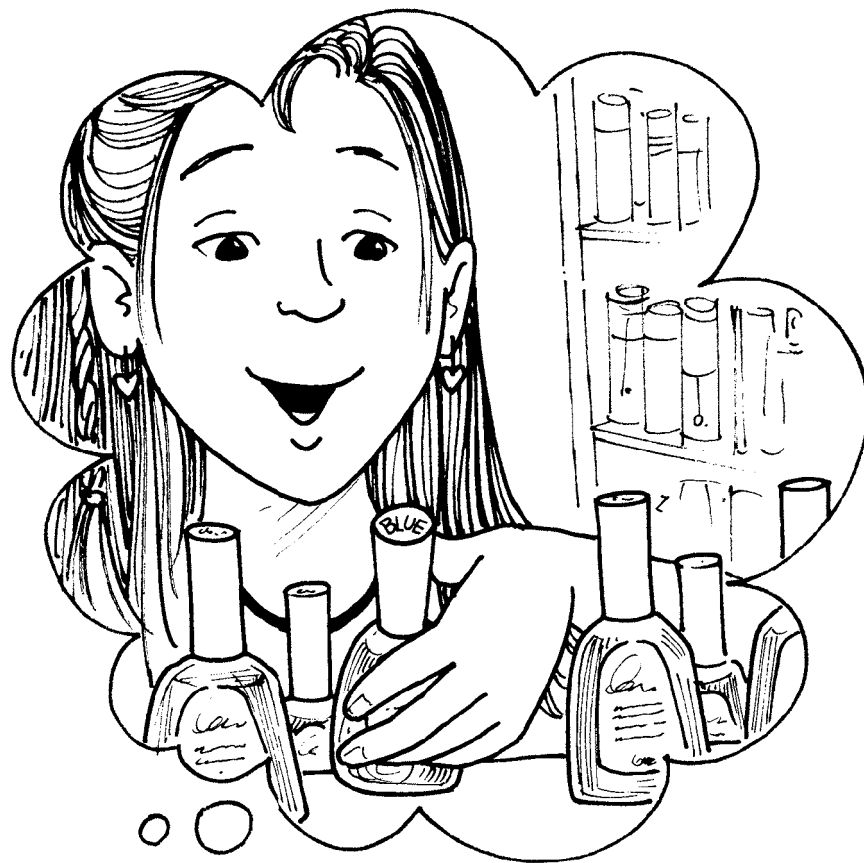
She and Alik, her best friend, would be able to jog down to the park to play soccer. They could go any time they wanted as long as it was before dark and they told their parents where they were going. Sarah was a good athlete, one of the fastest kids in class, and great at the standing long jump. The park was more fun than the mall. But she had been dying to go to the mall by herself.

It was definitely exciting to be able to go to the mall without your parents or your big sister. The few times that Kate had taken Sarah to the mall, she had made Sarah feel as though she was even younger than ten. Sarah had big dreams about walking into stores as a cool teenager. She would choose how long she stayed at each store, which store to go to next, or to stay another ten minutes just looking at the kittens.



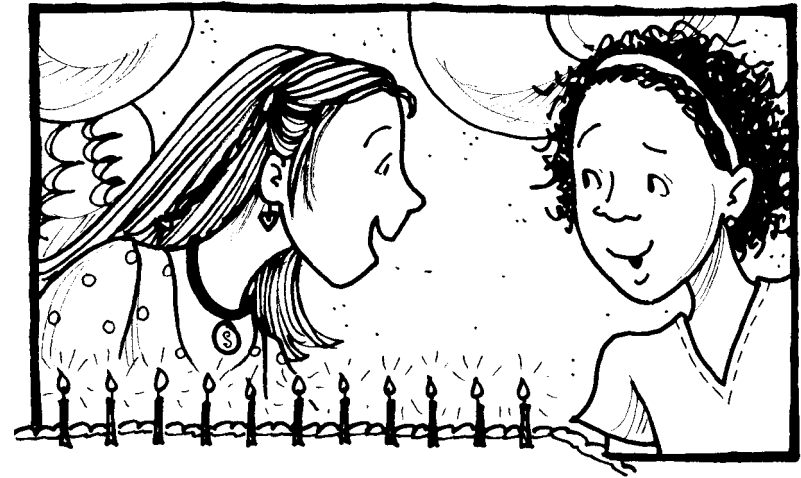
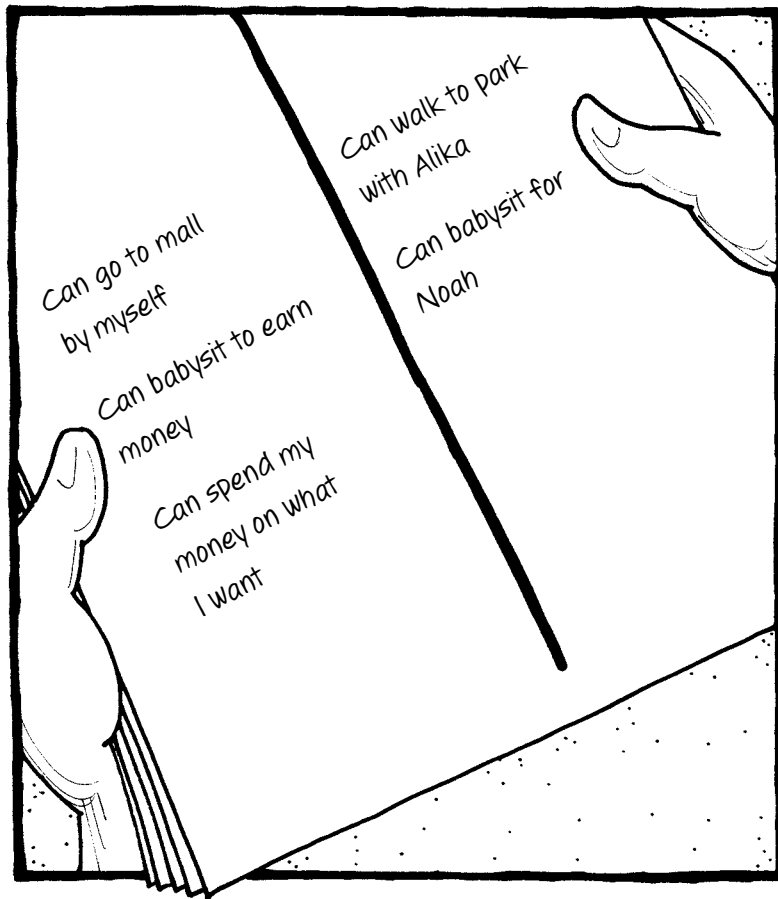


As Sarah looked down her table's columns, she began to realize something. She liked babysitting because she could earn money. Sixteen-year-olds got to babysit all the time. When Sarah turned eleven, her parents said she could babysit Noah and they would pay her. She would still be too young to babysit other people's children, but at least she could babysit Noah. Sarah thought that in that way, she would be close to being sixteen. At eleven she could babysit Noah and earn money and buy the things she wanted, like blue nail polish.



In fact, that was another way she would be like a sixteen-year-old. She could use her own money and buy things she wanted. It wasn't like an allowance, with her parents still saying yes or no to what she bought. She would earn the money so the decisions about what she could spend it on would be hers—just like a sixteen-year-old.

Sarah completed the last line in the table:  
*can spend my money on what I want.* Then it  
was there in lavender and blue. At eleven, she  
would be a whole lot closer to being sixteen  
than she was at ten. Actually, if you look at it  
one way, eleven was only five words away  
from sixteen. That's when it dawned on her.



Eleventeen! That's what she would be! Like a teenager—responsible, able to earn money, and make her own decisions about how to spend it—but not yet a teenager in years. Besides, she thought, it's more important to act older than to be older. Her dad was right—when you have a dilemma, all you have to do is weigh the facts.

Sarah knew people might ask her what she meant when she told them she's eleventeen, but that was no problem. She would tell them, "Oh, someday you'll find out, when you're eleventeen."

But of course they wouldn't, because no one had ever been eleventeen before, and probably no one would ever be again!

Name \_\_\_\_\_

**Instructions:** Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and put a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

| Make | Revise | Confirm | Actual |
|------|--------|---------|--------|
|      |        |         |        |

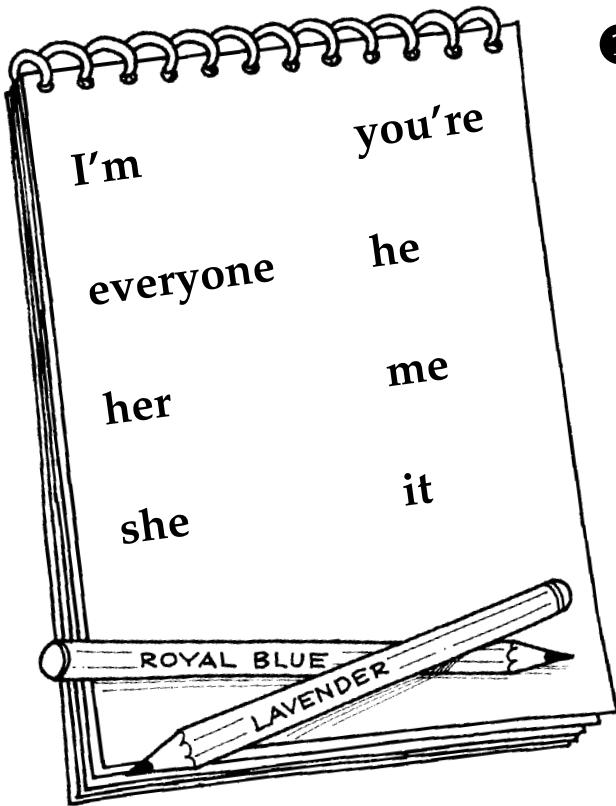
Name \_\_\_\_\_

**Instructions:** In the boxes below, write all the story elements discussed while reading *Eleventeen*.

|                    |                 |
|--------------------|-----------------|
| <b>Characters:</b> | <b>Setting:</b> |
| <b>Problem:</b>    |                 |
| <b>Events:</b>     |                 |
| <b>Solution:</b>   |                 |

Name \_\_\_\_\_

**Instructions:** Read the pronouns in the word box. Then read each sentence. Replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the line.



- ① "Sarah's bored being eleven," Sarah said.

\_\_\_\_\_

\_\_\_\_\_

- ② Sarah didn't have a comeback at the tip of Sarah's tongue.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ③ "I guess you want to be a teenager, just like Kate," Kate said to Sarah.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ④ He looked up and noticed Mom, Sarah, Kate, and Noah looking at him.

\_\_\_\_\_

- ⑤ "I wish you were both eighteen," Noah said.

\_\_\_\_\_

- ⑥ As Sarah left, Sarah heard her father say, "Kate, be nice to Sarah."

\_\_\_\_\_

- ⑦ "Kate, Kate's being mean!" said Sarah.

\_\_\_\_\_

- ⑧ At least eleven has more than one syllable.

\_\_\_\_\_



Name \_\_\_\_\_

**Instructions:** Read the two words, then put them together to form a contraction. Write the new word on the line.

**word + word = contraction**

I + am = \_\_\_\_\_

we + are = \_\_\_\_\_

could + not = \_\_\_\_\_

I + will = \_\_\_\_\_

are + not = \_\_\_\_\_

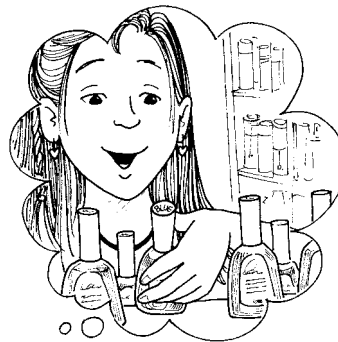
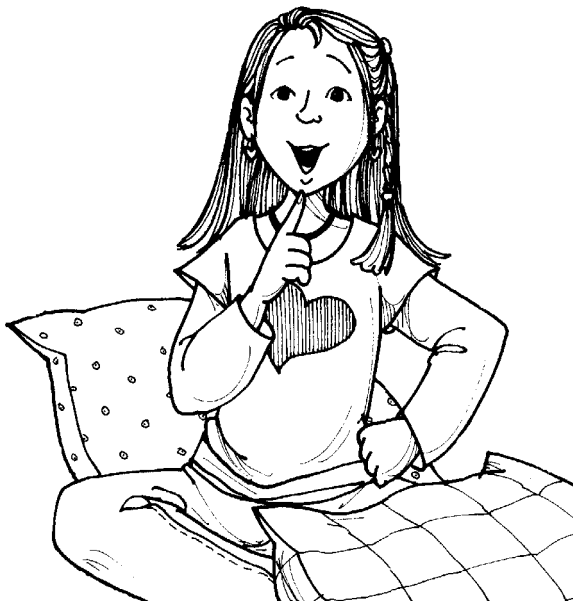
she + has = \_\_\_\_\_

there + is = \_\_\_\_\_

he + would = \_\_\_\_\_

we + will = \_\_\_\_\_

should + not = \_\_\_\_\_



# Walking in Roman Footsteps

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 891*



  
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# Walking in Roman Footsteps



Written by Sherry Sterling  
Illustrated by Donald Cook

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# Walking in Roman Footsteps



Written by Sherry Sterling  
Illustrated by Donald Cook

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Level Q Leveled Reader  
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Written by Sherry Sterling  
Illustrated by Donald Cook

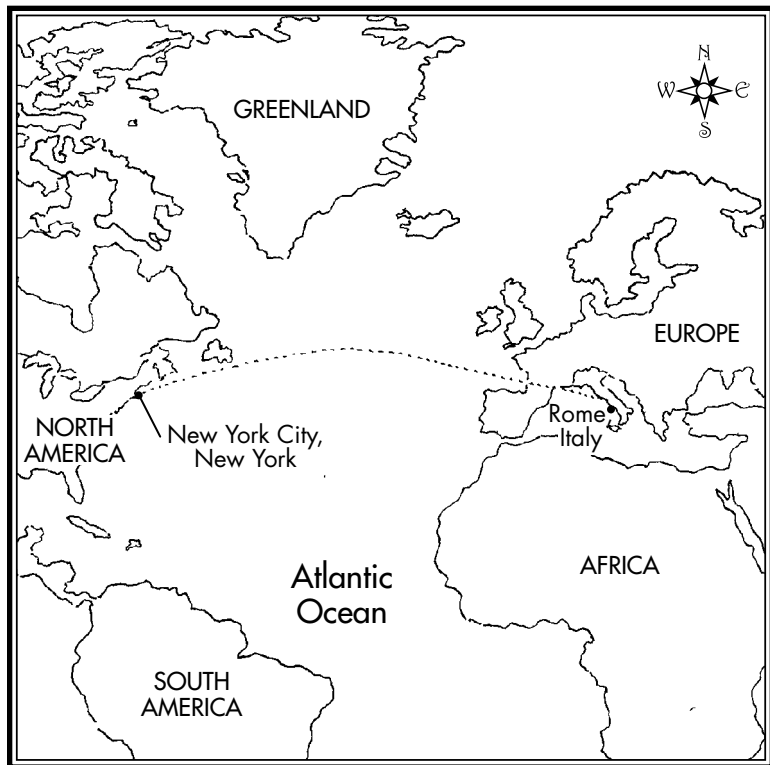
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



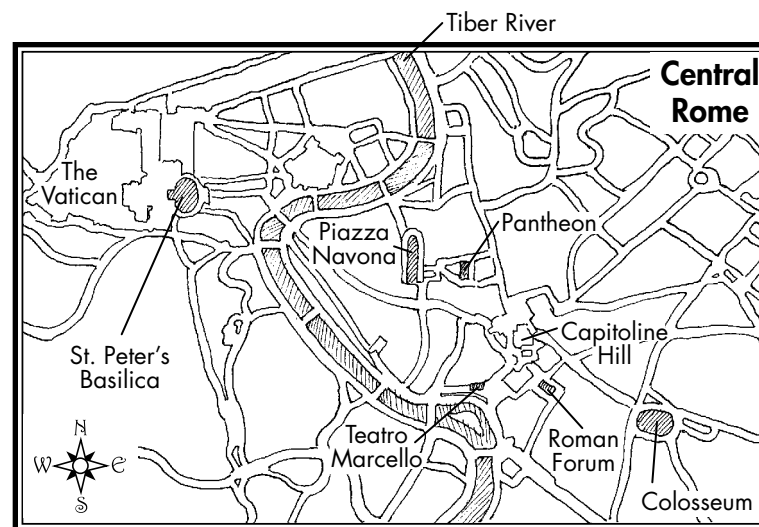
## Table of Contents

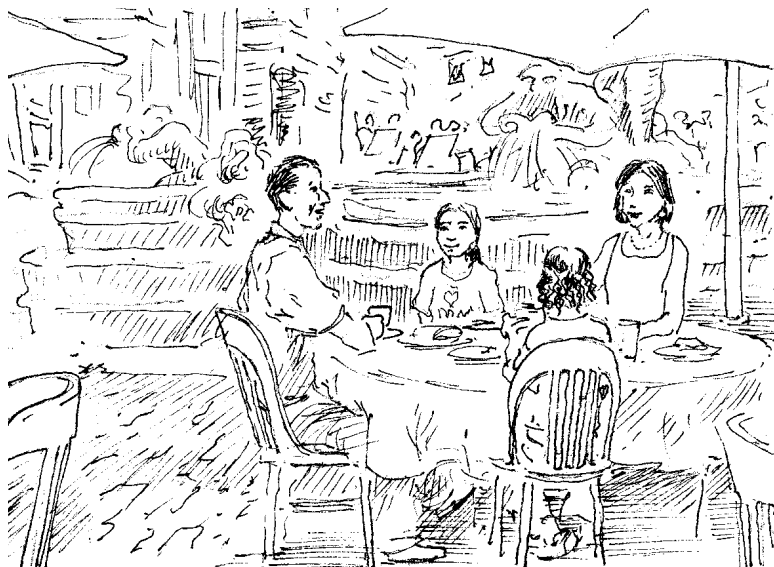
|                             |    |
|-----------------------------|----|
| Bound for Rome .....        | 4  |
| Dance to the Past .....     | 6  |
| Pockets Full of Coins ..... | 14 |
| Glossary .....              | 16 |

## Bound for Rome

Andria and Rosa live in New York City with their parents. They know that their great-grandparents and earlier **ancestors** lived in Italy. The girls' parents take them on a trip to Rome, Italy, to learn about their family's past.

After landing at the airport in Rome, they check into their hotel and then take a city tour. First, they see where their ancestors lived. Then the girls learn about some of the places built over 2,600 years ago. Among the ancient ruins they see are those of the **Colosseum**, the **Roman Forum**, and the *Teatro* (tay-AH-trow) Marcello.





After exploring more of Rome's historic streets, the family stops in the *Piazza* (pea-AH-tsa) Navona for lunch. Shops and cafes line the outside of its oval shape. In the center, artists gather to sell their paintings near the fountains.

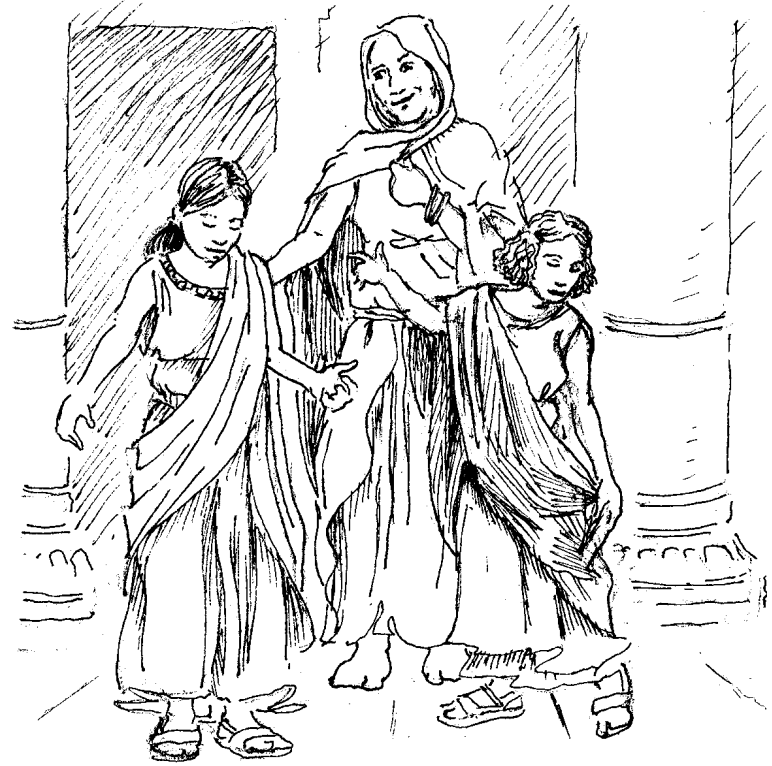
In the piazza, the family eats *mozzarella* (mot-suh-REL-uh) and tomato *panini* (pa-NEE-nee), then they watch the costumed performers—who are standing as still as statues. When someone drops a coin in the bucket in front of the performers, they move like a mechanical wind-up doll. Then stop—and stand totally still once again.



### Dance to the Past

The family buys *gelato* (je-LAH-toe) and walks among the art booths. The girls hear tinkling bells and notice a group of women dancing in swirling skirts. Then one of the dancers smiles strangely, right at the sisters. She draws Andria and Rosa into the dance. When the woman says something to them in her **native tongue**, the girls flash worried looks at their parents. But their parents only smile at them and clap with the music.

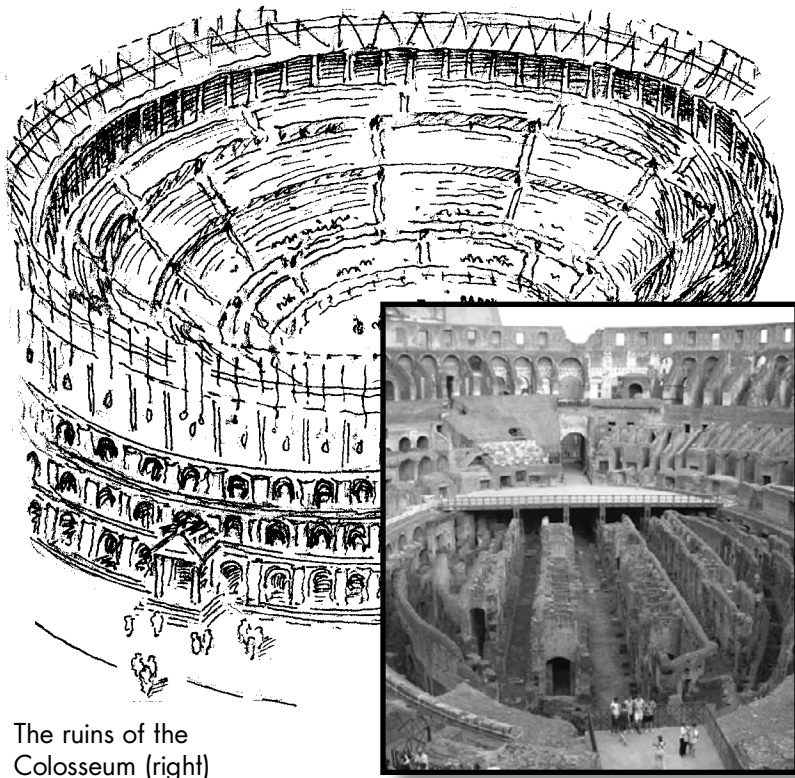
As the performers keep whirling the girls around, everything around them blurs. Andria and Rosa feel dizzy, so they sit down by a fountain and search the crowd for their parents' faces. But something's wrong—the crowd is now dressed in **ancient**-looking clothes. Instead of cars, horses and chariots have filled the streets. The girls look at each other with wide eyes, not understanding what has happened.



Andria feels a gentle touch on her shoulder. The gypsy woman who included them in the dance is next to her, talking. But now Andria can understand her words. The dancer tells the girls, "You have been taken back in time to learn how Rome was built—layer upon layer, new upon old. To return to your own time, you must discover three places where the new is built on or around the old. Each time you do, you will get a surprise."



The girls begin by taking a chariot ride to the Colosseum. But it looks different. The worn and broken red brick walls they saw on the city tour have disappeared. And its tall, circular shape is whole again. It looks new—and now stands covered with gleaming white marble. The awnings at the top are unrolled, giving shade to the thousands of spectators inside. Andria and Rosa hear the crowd roar as the Roman citizens watch the games.



The ruins of the Colosseum (right)



St. Peter's Basilica has a great dome as part of its roof.

Rosa remembers hearing their family's tour guide explain that marble once covered the walls, steps, and seats of the Colosseum. And that, when St. Peter's **Basilica** was built in Vatican City, on the other side of Rome, some of the Colosseum's marble was used to cover the floors. Suddenly Rosa feels something heavy in her pocket—and excitedly pulls out a gold coin to show Andria. Big grins spread across their faces. They are on the right track!

From the Colosseum, they follow the rough stone street up the hill to the Roman Forum. Andria circles the Arch of Titus, built in about AD 84, looking for the road made of large stones that they had walked on the day before. They saw the road with their parents. But now—it isn't there.



The stone road leads to the Arch of Titus, which was built centuries after the road.



Andria realizes why. When this arch was built people couldn't see the street, either—it was covered by centuries of dirt! Augustus Caesar had built the ancient street in 6 BC. Almost a hundred years later, Titus built the arch on top of the dirt. Even back then, the Romans were building on and around their past. Andria feels a weight in her pocket. She pulls out a gold coin and waves it in triumph!



Teatro  
Marcello  
(left)



Basilica de  
San Nicola  
in Carcere  
(below)

The girls walk through the Roman Forum and up Capitoline Hill. On their left, they see the ancient pillars and arches of *Teatro Marcello*. They both remember their guide telling them that new **condominiums** have been built above the old arches of the teatro. And they see that the church next door used pillars of an ancient building to make part of its outside wall. A third gold coin rolls in the street toward them!



The Pantheon is the round-looking building with columns. The street actually runs much higher today than it did when the Pantheon was built.

### **Pockets Full of Coins**

Andria and Rosa found their three clues! Immediately, the past melts away, and once again they hear the honking of car horns. It's today again—and the dancer is beside them. She leads them to the **Pantheon**. Andria points to the 15-foot slope next to the ancient temple and says "See, the street level of today is much higher than the street used to be."

The girls now know that without the past, the new would have nothing to stand on. In many ways, the new depends on the old. After nodding to each other with pride, they see their parents waiting for them with open arms. The girls run to them, waving their coins and shouting, "Let's get more gelato!"



## Glossary

|                                    |                                                                                                               |
|------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>ancestors</b> ( <i>n.</i> )     | people in a family who lived long ago, earlier than grandparents (p. 4)                                       |
| <b>ancient</b> ( <i>adj.</i> )     | very old (p. 7)                                                                                               |
| <b>basilica</b> ( <i>n.</i> )      | a style of building used in ancient Rome for public meetings and later used for churches (p. 10)              |
| <b>Colosseum</b> ( <i>n.</i> )     | the name used for the amphitheater in Rome because it was so large, or colossal. Also spelled coliseum (p. 4) |
| <b>condominiums</b> ( <i>n.</i> )  | separate homes or apartments that are part of one building (p. 13)                                            |
| <b>gelato</b> ( <i>n.</i> )        | Italian word for a frozen dessert like ice cream (p. 6)                                                       |
| <b>native tongue</b> ( <i>n.</i> ) | the language someone grows up speaking (p. 6)                                                                 |
| <b>panini</b> ( <i>n.</i> )        | Italian word for toasted sandwiches (p. 5)                                                                    |
| <b>Pantheon</b> ( <i>n.</i> )      | a temple for the Roman gods (p. 14)                                                                           |
| <b>piazza</b> ( <i>n.</i> )        | Italian word for plaza, or a public area (p. 5)                                                               |
| <b>Roman Forum</b> ( <i>n.</i> )   | the center of business and law in ancient Rome (p. 4)                                                         |
| <b>teatro</b> ( <i>n.</i> )        | Italian word for theater (p. 4)                                                                               |

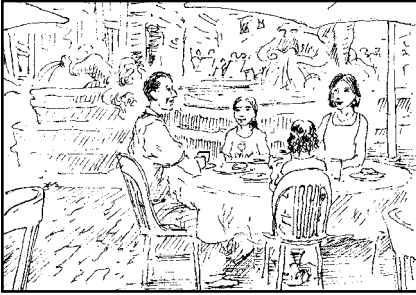
Name \_\_\_\_\_

**Instructions:** Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and put a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

| Make | Revise | Confirm | Actual |
|------|--------|---------|--------|
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |
|      |        |         |        |

Name \_\_\_\_\_

**Instructions:** Complete the chart to show how the setting changed throughout the story. Beside each illustration, describe the setting. You can use your book to find the words used to show changes in setting.



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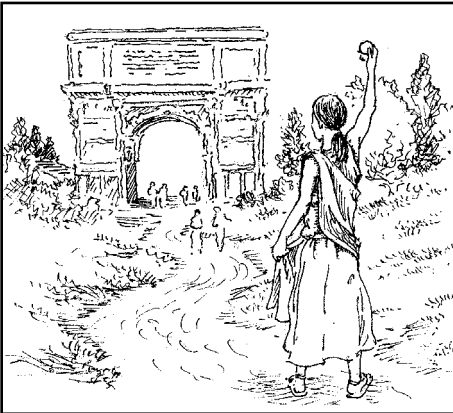
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Name \_\_\_\_\_

**Instructions:** Read the sentences below and decide whether they contain dashes or hyphens. Then write *dash* or *hyphen* on the short line after the sentence. If the sentence does contain a dash, on the lines below the sentence, explain how it is used (to clarify information or to add a thought).

- 1 They know that their great-grandparents and earlier ancestors lived in Italy. \_\_\_\_\_  
\_\_\_\_\_
- 2 When someone drops a coin in a bucket in front of the performers, they move like a mechanical wind-up doll. \_\_\_\_\_  
\_\_\_\_\_
- 3 But something's wrong—the crowd is now dressed in different clothes. \_\_\_\_\_  
\_\_\_\_\_
- 4 Their clothes are ancient-looking. \_\_\_\_\_  
\_\_\_\_\_
- 5 You have been taken back in time to learn how Rome was built—layer upon layer, new upon old. \_\_\_\_\_  
\_\_\_\_\_
- 6 It looks new—and now stands covered with gleaming white marble. \_\_\_\_\_  
\_\_\_\_\_
- 7 Suddenly Rosa feels something heavy in her pocket—and excitedly pulls out a gold coin to show Andria. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8 When this arch was built, people couldn't see the street, either—it was covered by centuries of dirt! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

**Instructions:** Draw lines to match words in the left-hand column to words in the right-hand column to create compound words found in *Walking in Roman Footsteps*. Then write the compound words you created on the lines.

foot  
great-  
Roman  
out  
some  
wind-  
every  
ancient-  
Vatican  
some  
Capitoline  
with

City  
up  
one  
out  
side  
looking  
Hill  
grandparents  
thing  
steps  
thing  
Forum



## Compound Words

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

# First Day of School

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 651*

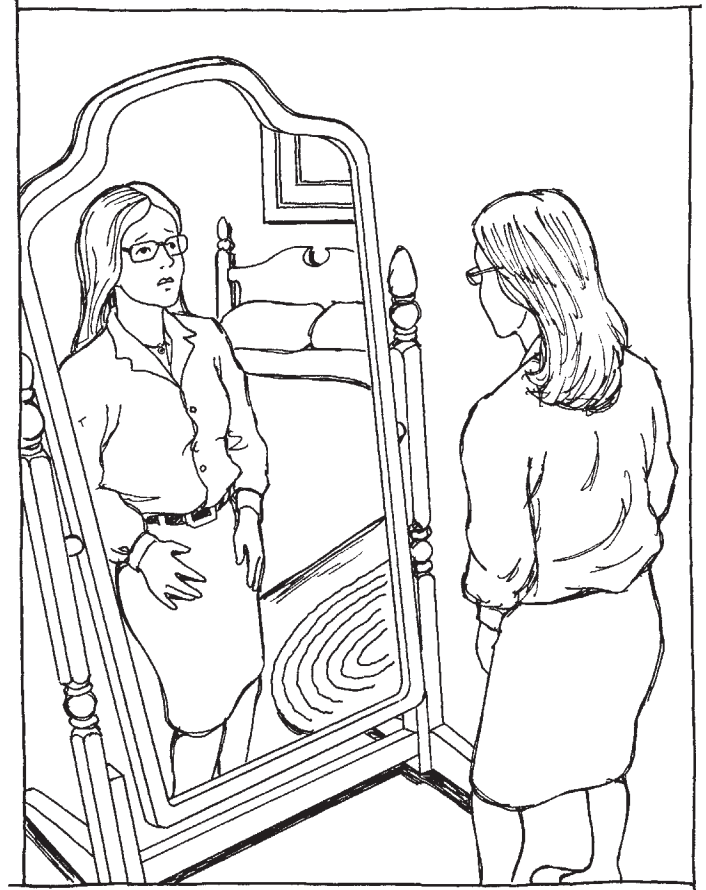


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LEVELED READER • Q

# First Day of School



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Illustrated by John Kastner

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# First Day of School



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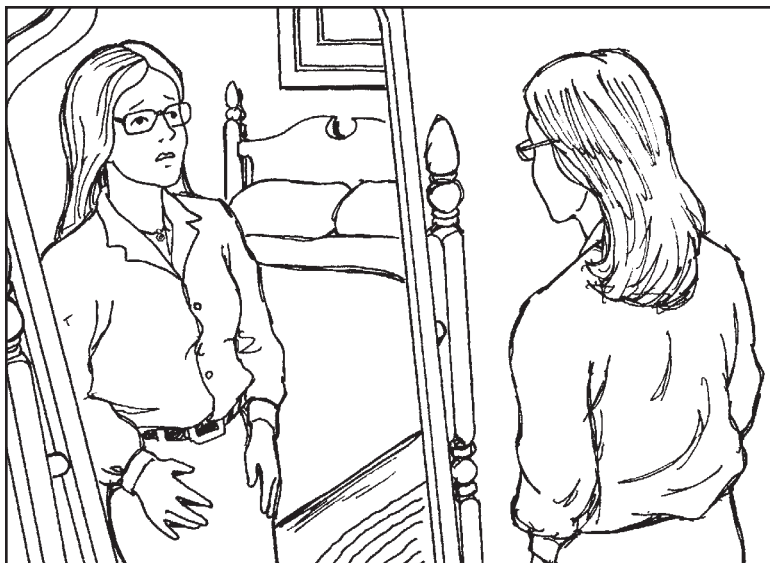
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Level Q Leveled Reader  
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Illustrated by John Kastner

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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



Sarah had never been so apprehensive about school before. She stood in front of her bedroom mirror, smoothing her skirt; leaving it folded for too long had formed creases down the sides. She ran her hands down the sharp ridges again and again, hoping the sweat and heat from her palms would act as a steam iron. She also hoped no one would notice the subtle brown stain under the hem of her shirt, left over from spilling ketchup on her lap the last time she ate French fries. She scolded herself for not buying at least one new outfit for the school year. Even the cuffs of her shirt were beginning to grow a bit threadbare where she nervously rubbed them between her fingers.

She trudged down the stairs to fix herself breakfast. She was trying to balance two opposing feelings inside her—one was a nervousness that made her energetic and fidgety, and the other was a reluctance that made her slow and clumsy. Kent had already wolfed down his Frosted Flakes and dashed out to catch the bus, so Sarah didn't have anyone to banter with. Kent helped her calm down, even if he did mock her for being nervous. He'd been picking on her for a whole week.

"What if you're eating lunch and someone makes you laugh and the milk comes out your nose? Huh? What about that?" he'd said the night before. Sarah smiled a little at the memory—she knew he really cared about her and was only joking with her to make her laugh. He'd left his dirty bowl on the kitchen table, with three Frosted Flakes crusted on its rim. She rinsed the bowl, put it in the dishwasher, and tried to find something to eat.

Sarah had just moved to this new house in a new town. She kept forgetting where the food and dishes were kept, and had to rummage through almost all the cupboards before spotting a Pop Tart. She wanted to eat something better,

something healthier, but the butterflies in her stomach were too active this morning.

“Being new is always difficult,” she thought to herself. “Everyone always feels uncomfortable at first, but eventually everyone makes friends.” She’d been reciting these things to herself for weeks: Since it was the beginning of the year, she probably wouldn’t be the only new one. It wasn’t as though she’d never been to school before. The kids here were exactly like kids everywhere else.

But still, each time anything reminded her of school, or even anything school-related, she felt the flutter in her tummy. Flutter when she bought her folders and pencils. Flutter when she saw a TV commercial that took place in a classroom. Flutter as she retrieved her bag and made the last few adjustments to her hair and glasses before stepping out the door.

Her new house was close to the school, so she walked. Other people were walking, too—there were students everywhere, it seemed. Some ran, some walked in groups, some got dropped off by their parents. None of them paid any attention to her. She tried to relax. “They don’t know that you’ll be at their school, so of course they won’t pay attention to you. They just assume you’re going somewhere else.”

But she still felt completely ignored when she walked inside the building. She had visited the school a few weeks ago and knew where her classroom was, so she got there early. She put her books on her desk and sat quietly, waiting anxiously for all the kids to come in and sit down around her. When they did, they barely looked at her. After the bell rang, she took a big, deep breath and stood up.

“Hello,” she said, trying to hide the waver in her voice. “My name is Ms. Parker, and I’m going to be your teacher this year.”

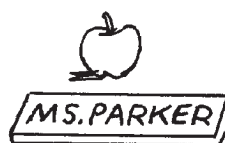




Name \_\_\_\_\_

**Instructions:** Use clues from the book and what you already know to make inferences about the events or characters in the book.

| Text | + | Prior Knowledge | = | Inference |
|------|---|-----------------|---|-----------|
|      |   |                 |   |           |
|      |   |                 |   |           |
|      |   |                 |   |           |



Name \_\_\_\_\_

**Instructions:** Read each column of words. Then draw lines from words in the left column to words in the right column that form a contraction. Write the contraction formed by each pair of words on the lines.

|        |       |
|--------|-------|
| I      | would |
| we     | not   |
| could  | will  |
| there  | not   |
| I      | will  |
| are    | am    |
| she    | are   |
| it     | have  |
| there  | will  |
| he     | not   |
| we     | is    |
| they   | have  |
| should | would |
| it     | would |
| we     | has   |



## Contractions

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Name \_\_\_\_\_

**Instructions:** Match words in the left-hand column with words in the right-hand column to create compound words. Write the compound words you created on the lines at the bottom of the page. Then use each word in a sentence on the back of the worksheet.

after

board

any

light

black

noon

class

one

day

room

every

shake

hand

thing

side

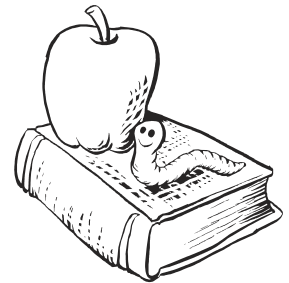
time

stair

walk

summer

way



## Compound Words

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

# Emily

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 729*

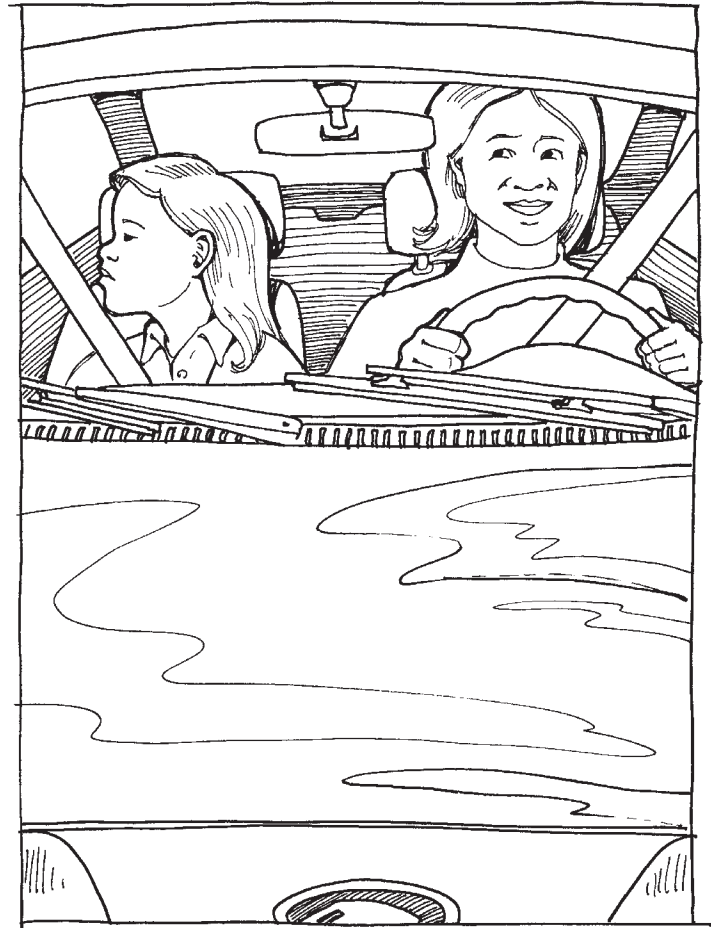


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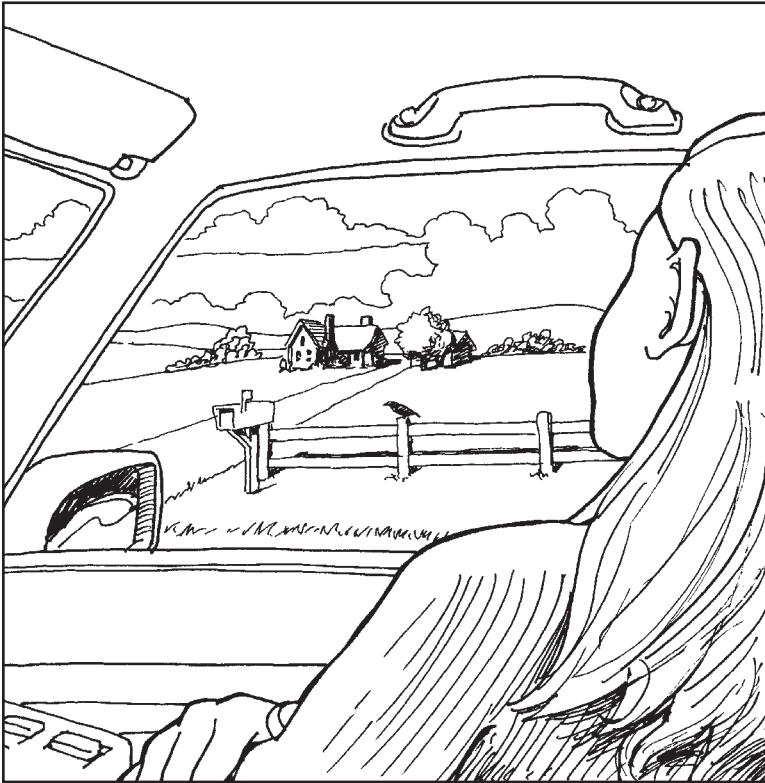
# Emily



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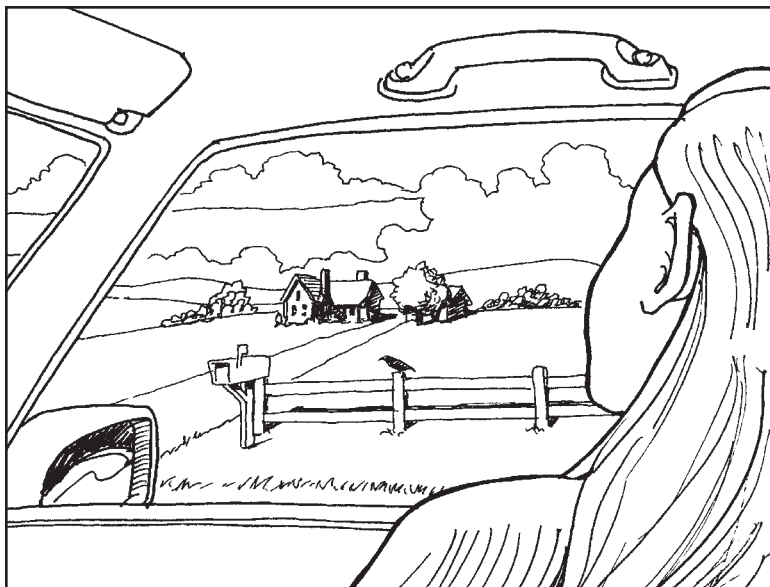
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



I sat motionless in the passenger seat, feeling trapped in my tight seat belt while Mom sang along with her tapes and pointed at everything she spotted on the roadside. She even read the signs aloud, as if I couldn't comprehend them on my own.

"Crawford, fifty kilometers—there it is, baby, that's the town we're headed to. How many miles is fifty kilometers, Mary?"

"I dunno," I sulked, folding my arms.

"Oh, Mary, please don't be moody, not today. I told Harry all about how polite and intelligent and cheerful you are," she said.

Harry was my mother's new boyfriend, her "significant other," she called him. She'd met him at a business meeting when her company bought the company Harry worked for, and since then she'd been driving over the border to Canada every weekend to see him, leaving me at Dad's. Don't get me wrong, I loved staying with Dad, but I missed my Mom-weekends. We used to make popcorn and watch late-night TV, then sleep in and eat cold breakfast cereal together.

Now, when she came to pick me up on Sunday afternoons, she always looked glowing and energetic—and much happier than she ever looked after a weekend spent with me. Last Monday she said something about her and Harry getting married, and that this trip might be the time when he pops the question. The only obstacle before him was meeting me.

"I'll be sugar and spice and everything nice, I promise," I said sarcastically, staring out at the Canadian countryside. It pretty much resembled the American countryside only . . . it was more Canadian, somehow. Bigger and emptier, just as I imagined Harry; bigger than Dad, with an enormous head with lots of empty space inside.



The landscape started to get more hilly, with houses and buildings visible. Mom exited off the highway and drove into a town that looked like any boring American town; no guys in flannel logging shirts or those big ridiculous hats with earflaps. Mom seemed to get fidgety and excited, singing even more loudly as we drove through the neighborhoods. She pulled into the driveway of a gray, two-story house with a big front porch.

"Please be cooperative," Mom said, drawing me toward her to plant a big kiss on my forehead before getting out of the car. Onto the porch of the house stepped a man, a man who was kind of slight, with wire-rimmed glasses and thinning hair. Mom sprinted up the steps and flung her arms around him, kissing him hello, and he said something I didn't hear.

"Not yet," my mother replied. I got out of the car and stood by it for a second. "Come on, Mary," Mom said, motioning me forward. I went onto the porch and shook Harry's hand, not wanting to admit to myself that he sort of had a nice smile.

"Nice to finally meet you, Mary," he said. "Are you ready for your surprise?" I waited for a moment, not reacting until I could figure out what was going on.

"Emily!" he called into the house. No one had told me about meeting anyone else. I looked to my mom, who smiled nervously. I thought maybe Emily was a new puppy Harry had bought to make me like him, but then a girl stepped from behind the door. She was about my height, with brown hair and the same neat little nose as Harry. There was a tense moment when we all stood still, Mom and Harry waiting while Emily stood with both arms behind her back, holding one elbow with the opposite hand.

From the look on Emily's face, I knew that Harry had given her exactly the same speech that my mother had given me. He hoped she would be nice and get along so the two of them could continue being happy together. I wasn't sure about the idea of Mom and Harry getting married, but Emily and I were in the same boat—there was no reason for us not to be friends. I smiled at her, and when she looked up, she smiled back.

"Want to come up and see my room?" she asked, releasing her hands from behind her back.

"Sure," I said, and I could hear Harry and Mom sigh with relief. Emily smiled again, taking my hand and leading me inside the house.

Name \_\_\_\_\_



**Instructions:** Before reading the book, fill in the first column with your prediction about what will happen in *Emily*. As you read, write what actually happened in the second column.

| Predict | Actual |
|---------|--------|
|         |        |

EMILY • LEVEL Q • 1

SKILL: PREDICTION

Name \_\_\_\_\_

**Instructions:** Cut out the words along the bottom of the worksheet. Before reading the book, place each word card in the column in which it belongs. After reading, rearrange the cards to show your new understanding of each word.

| I Know the Word | I Think I Know the Word | I Do Not Know the Word |
|-----------------|-------------------------|------------------------|
|                 |                         |                        |

EMILY • LEVEL Q • 2

|             |             |           |             |
|-------------|-------------|-----------|-------------|
| cooperative | countryside | energetic | fidgety     |
| kilometer   | ridiculous  | sarcastic | significant |

SKILL: CONTENT VOCABULARY

Name \_\_\_\_\_

**Instructions:** Use clues from the book and what you already know to make inferences about ideas or events in the story.

| Text | Prior Knowledge |
|------|-----------------|
|      |                 |
|      |                 |
|      |                 |
|      |                 |
|      |                 |
|      |                 |

EMILY • LEVEL Q • 3

| Inference |
|-----------|
|           |

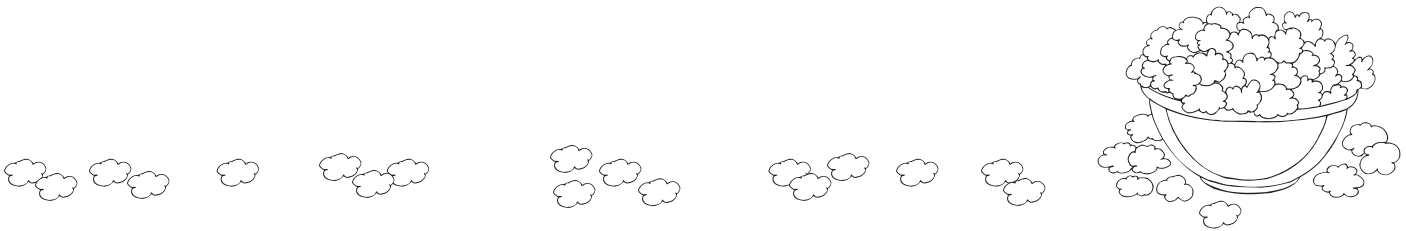


SKILL: MAKE INFERENCES

Name \_\_\_\_\_

**Instructions:** Circle the hyphenated compound adjectives in the sentences below. Underline the noun or nouns that they describe. Then answer the question and create your own sentence on the lines provided.

1. We used to make popcorn and watch late-night TV.
2. She pulled into the driveway of a gray two-story house.
3. The man was kind of slight, with wire-rimmed glasses and thinning hair.



4. In your own words, explain the difference between an adjective and a hyphenated compound adjective.

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5. Write your own sentence containing a hyphenated compound adjective.

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# On Eagle River

A Reading A-Z Level Q Leveled Reader

Word Count: 555

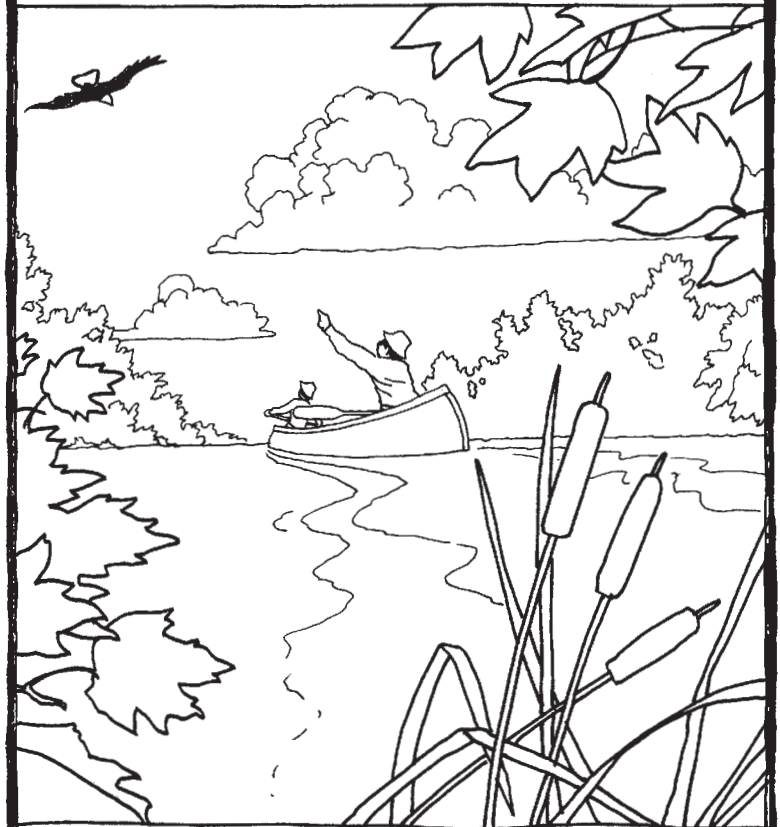


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LEVELED READER • Q

# On Eagle River



Written by Ruth Siburt • Illustrated by John Kastner

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# On Eagle River



Written by Ruth Siburt  
Illustrated by John Kastner

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Level Q Leveled Reader  
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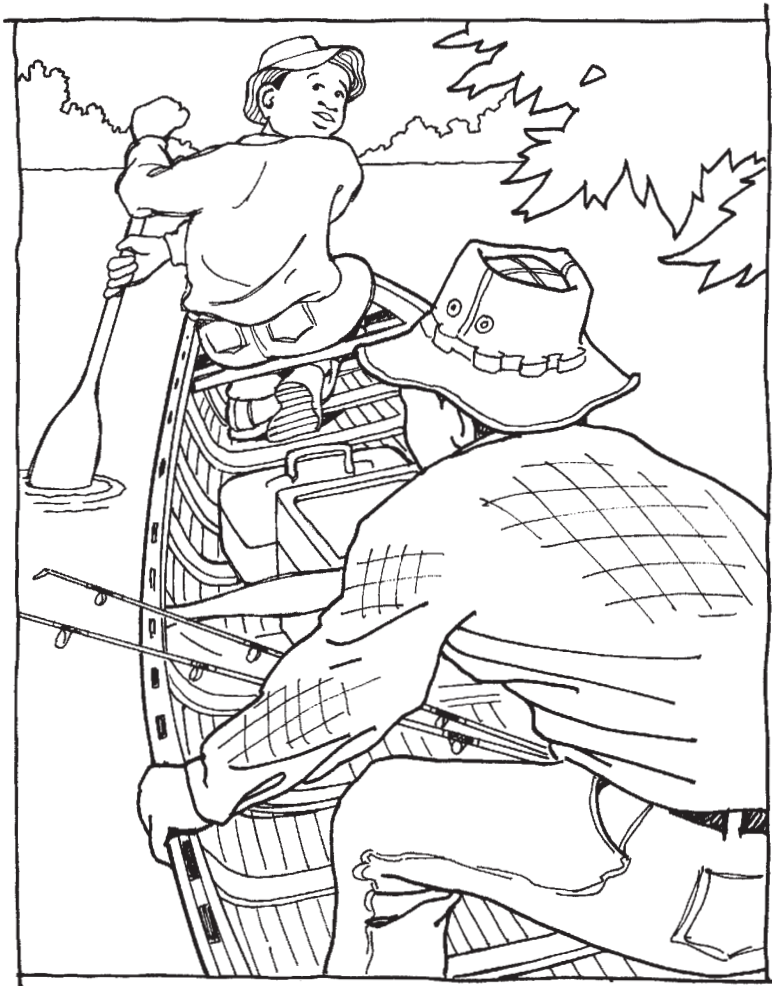
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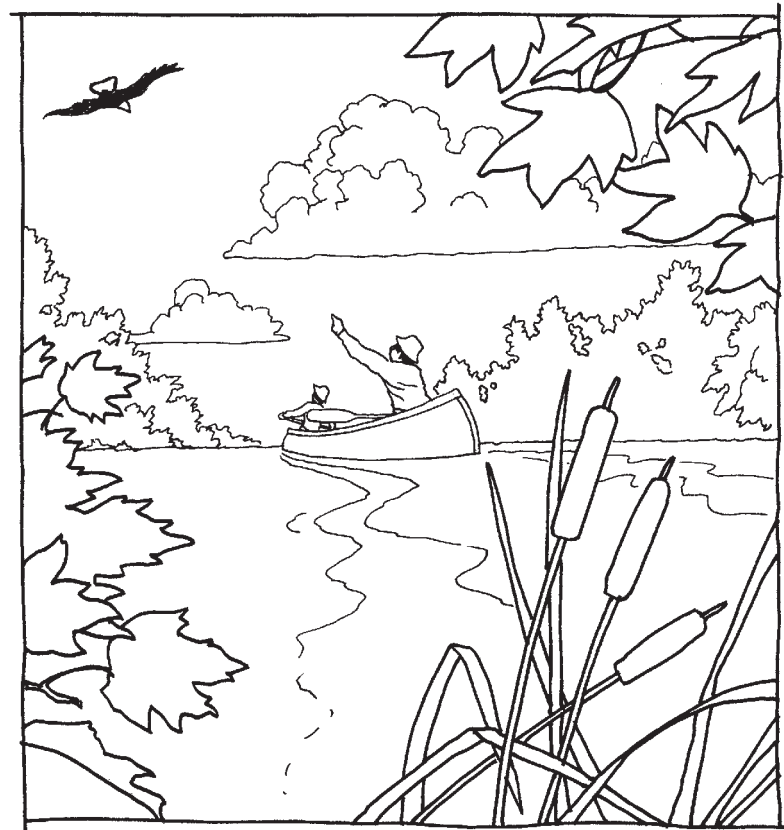
## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 21 |
| DRA               | 30 |



Devon helped Grandpa maneuver the canoe into the river. He climbed onto the front seat to steady the boat with his paddle while Grandpa stepped into the rear. As the canoe rocked gently from side to side, Devon clung to the sides, until it stopped.



Grandpa gingerly pushed them away from shore with a shove of his paddle against the bank. From overhead, in a towering sycamore tree, an eagle screeched at them and took off with a strong beat of its wings.

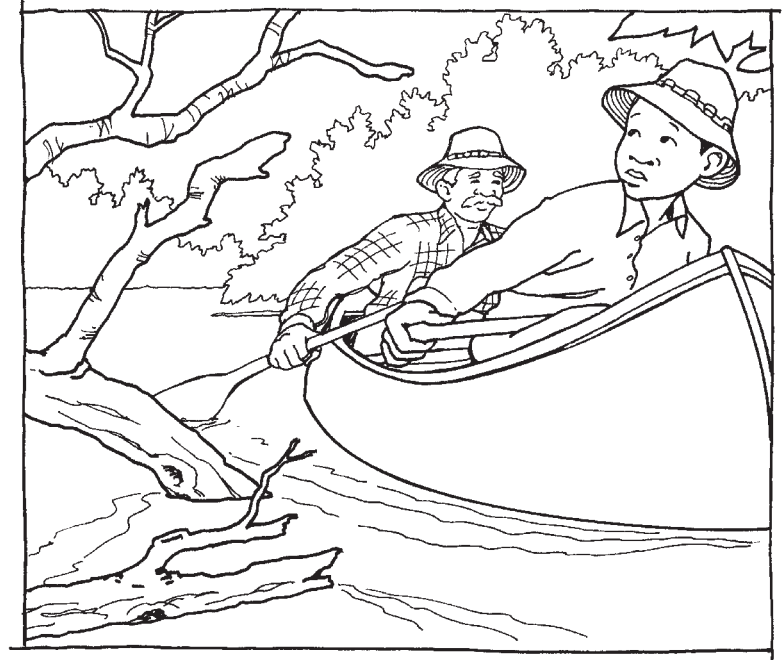
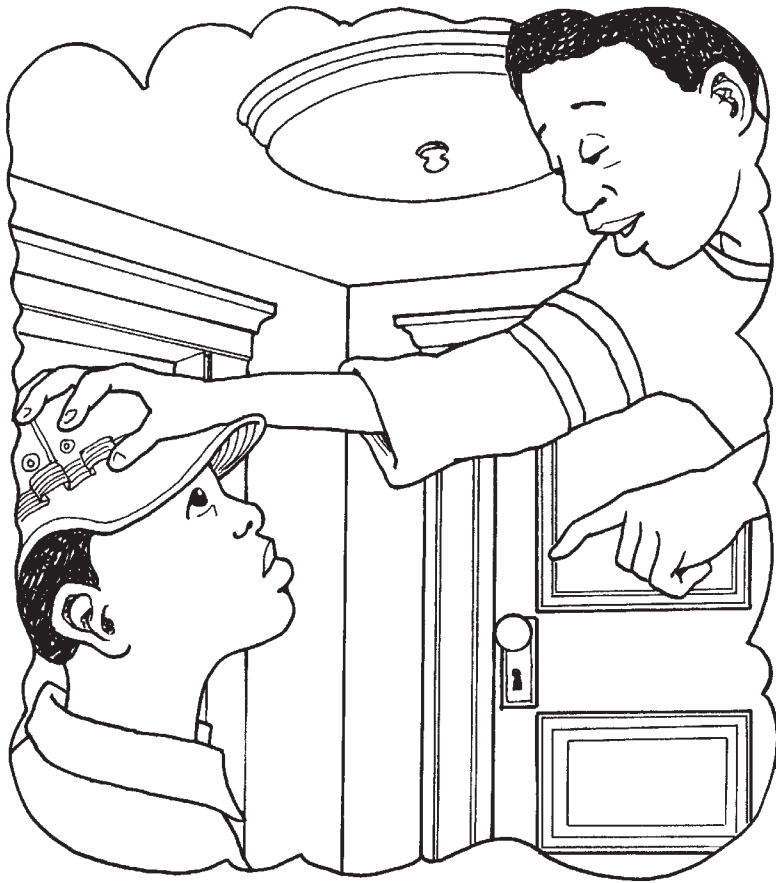
"I guess he's going fishing, too," Grandpa said.

Devon nodded.

Grandpa's canoe slipped through the water as silently as a leaf falls through the air.

This was Devon's first time going fishing with Grandpa, but his older brother Clay had told him all about it.

"Listen to what Grandpa says to do," Clay had warned him, "and watch out for snakes!"



Devon listened carefully to Grandpa's instructions. Sometimes Grandpa wanted him to paddle on the left side of the canoe, and sometimes he wanted Devon to paddle on the right. Sometimes he didn't want Devon to paddle at all.

"Lift," Grandpa said.

Devon pulled his paddle out of the water and rested it across his knees, watching drops fall into the still water. Grandpa steered the canoe around a snag in the river.

"One time," Clay had told Devon, "a big snake came slithering off a log and stole a whole catfish, smack off Grandpa's fishhook! Snakes love to hide in logs."

Devon hoped Clay was teasing about the snakes.



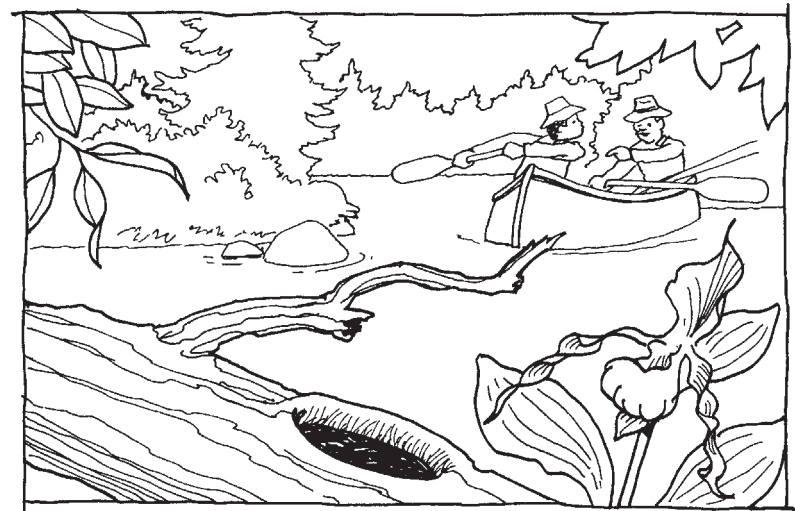
"Right," Grandpa instructed.

Devon dipped his paddle in on the right side of the canoe, and they glided on past the log.

"We're almost there," Grandpa said as they rounded a bend. "When we get close to the bank, Devon, I want you to jump out, and I'll throw you the rope to pull the canoe up on land."

"Okay," Devon said.

Grandpa steered the canoe toward the shore. "This is the best catfish hole on the river," he said.





"Scree, scree!" cried the eagle from the top of a willow tree.

"So you followed us, huh, eagle?" Grandpa called. "Well, you're welcome to join us, but you have to catch your own fish."

Devon laughed, watching the land draw closer as green whirlpools swirled past the canoe's bow. Grandpa aimed the canoe straight for a big log—a log that looked like the perfect hiding place for a big snake. Was that where Grandpa wanted Devon to jump out?

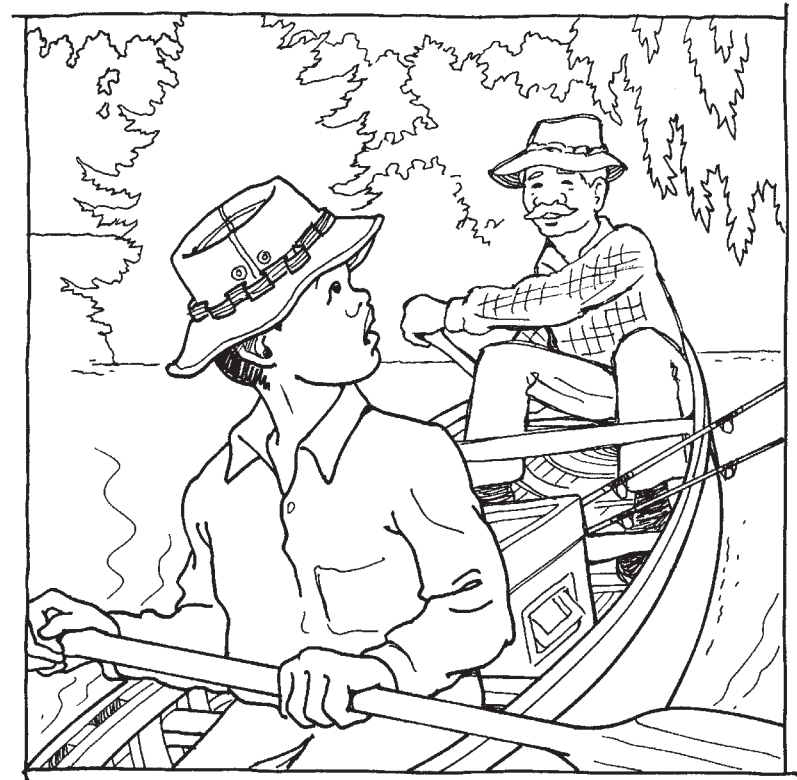
Devon swallowed hard. "Um, Grandpa?" he asked.

"Yes, Devon?"

"Did a big snake really grab a catfish right off your hook?"

Grandpa stopped paddling. "Who told you that story?"

"Clay," Devon answered.







"Well, you don't have to worry about that old snake," said Grandpa.

"Whew!" Devon whistled.

"No sir," Grandpa went on, "that old snake is long gone."

Devon jumped out of the canoe, Grandpa threw him the rope, and Devon tugged the boat onto the riverbank.

"How do you know the snake is gone?" Devon asked, helping Grandpa onto the land.

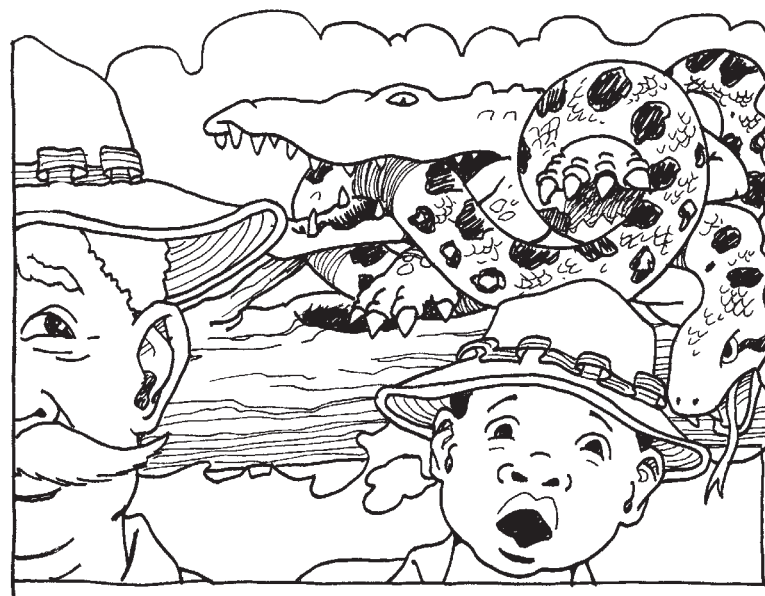
"I saw it with my own eyes," Grandpa said. "The 'gators got him."

Devon froze for a moment, staring at the green water all around them. But then Grandpa winked.

"Grandpa!" cried Devon.

"Scree, scree!" cried the eagle.

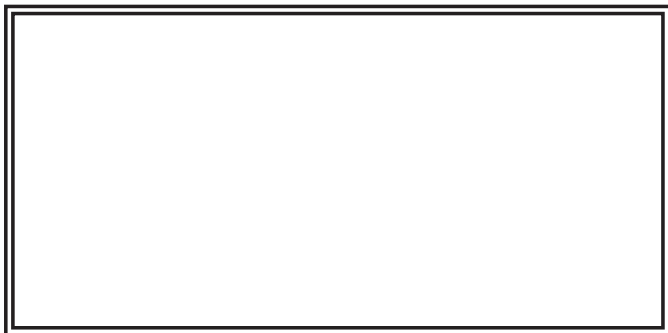
Grandpa handed Devon his fishing pole. "Let's catch ourselves a big catfish."





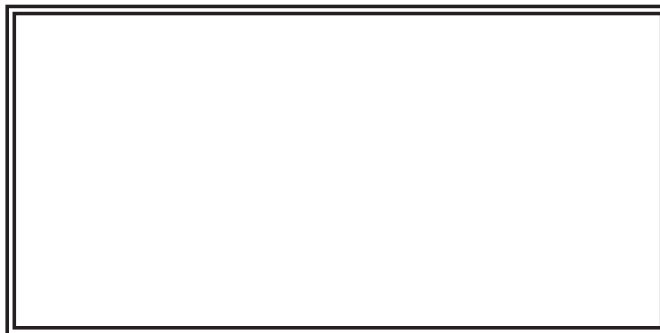
Name \_\_\_\_\_

**Instructions:** Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.



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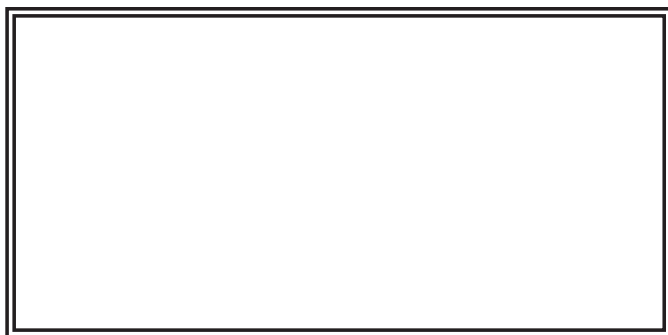
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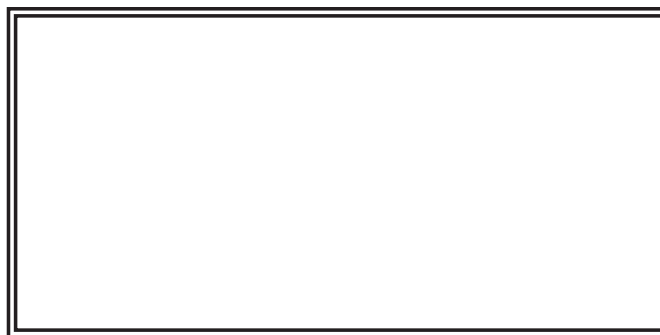
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Name \_\_\_\_\_

**Instructions:** In each of the boxes to the left, write one character's name on the line. Underneath the name, list the character's traits in the box. In the boxes to the right, list the story clues that helped you identify the trait.

|                                                                                                                                                                                  |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="131 357 178 403"><input type="checkbox"/></div> <div data-bbox="243 359 561 403"><b>Character Traits for</b></div> <div data-bbox="207 457 599 466"></div>       | <div data-bbox="677 359 836 399"><b>Evidence:</b></div> <div data-bbox="680 441 1448 682"><hr/><hr/><hr/><hr/></div>     |
| <div data-bbox="131 819 178 865"><input type="checkbox"/></div> <div data-bbox="251 821 568 865"><b>Character Traits for</b></div> <div data-bbox="214 917 605 926"></div>       | <div data-bbox="677 814 836 854"><b>Evidence:</b></div> <div data-bbox="680 894 1448 1136"><hr/><hr/><hr/><hr/></div>    |
| <div data-bbox="131 1276 178 1323"><input type="checkbox"/></div> <div data-bbox="251 1278 568 1323"><b>Character Traits for</b></div> <div data-bbox="214 1375 605 1383"></div> | <div data-bbox="677 1262 836 1302"><b>Evidence:</b></div> <div data-bbox="680 1341 1448 1583"><hr/><hr/><hr/><hr/></div> |



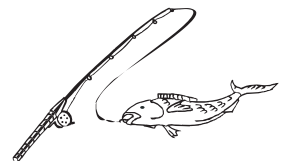
Name \_\_\_\_\_

**Instructions:** Use your book to find all the past-tense verbs that the author used. Write all the past-tense verbs in the left-hand box below, and then write all of their present-tense matches in the right-hand box. Carefully spell the verbs that need the final consonant doubled before adding the *-ed* suffix.

**Past-Tense Verbs**



**Present-Tense Verbs**



Name \_\_\_\_\_

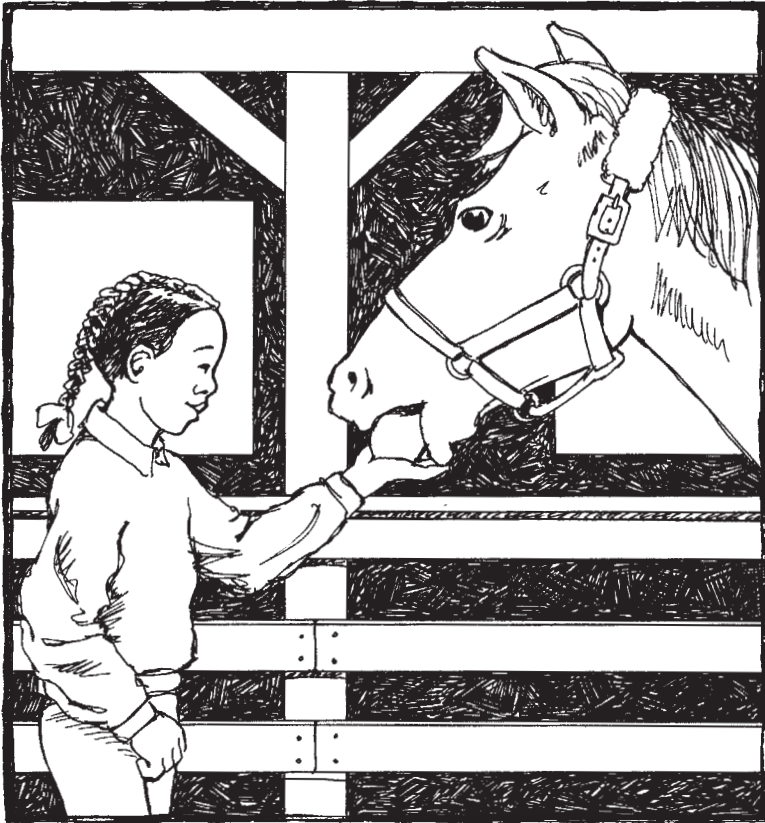
**Instructions:** Read the words in each box. Draw a line to match the words that mean the same, or almost the same.

|          |          |         |          |
|----------|----------|---------|----------|
| push     | guide    | silent  | turn     |
| maneuver | shove    | careful | quiet    |
| screech  | squeal   | steer   | cautious |
| pull     | tow      | jump    | leap     |
| watch    | cover    | best    | greatest |
| hide     | observe  | follow  | trail    |
| catch    | grasp    | tug     | sob      |
| grab     | departed | cry     | pull     |
| gone     | capture  | help    | assist   |

# Chili Pepper Powder Surprise

A Reading A-Z Level Q Leveled Reader

Word Count: 937

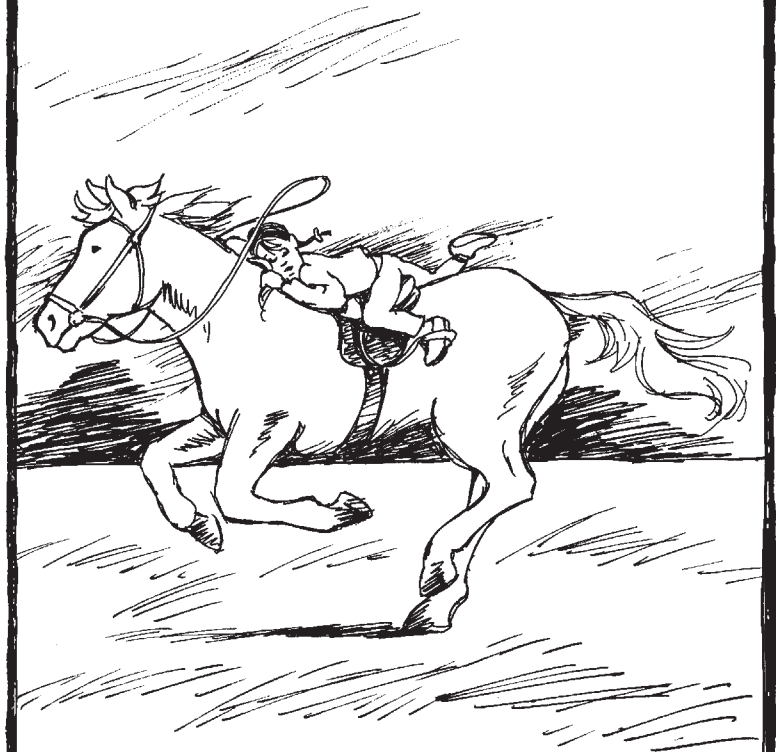


  
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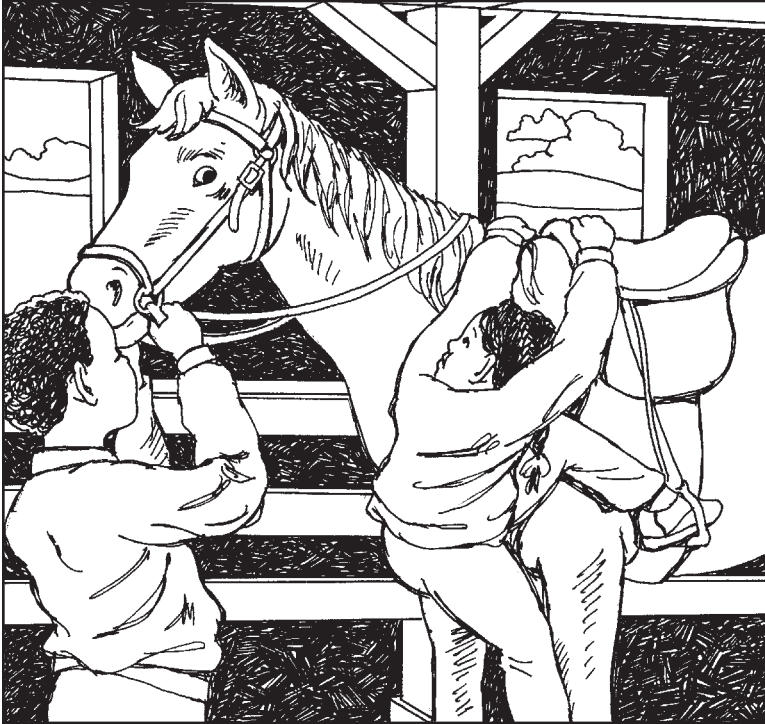
# Chili Pepper Powder Surprise



Written by Katherine Follett  
Illustrated by John Kastner

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Written by Katherine Follett  
Illustrated by John Kastner

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Level Q Leveled Reader  
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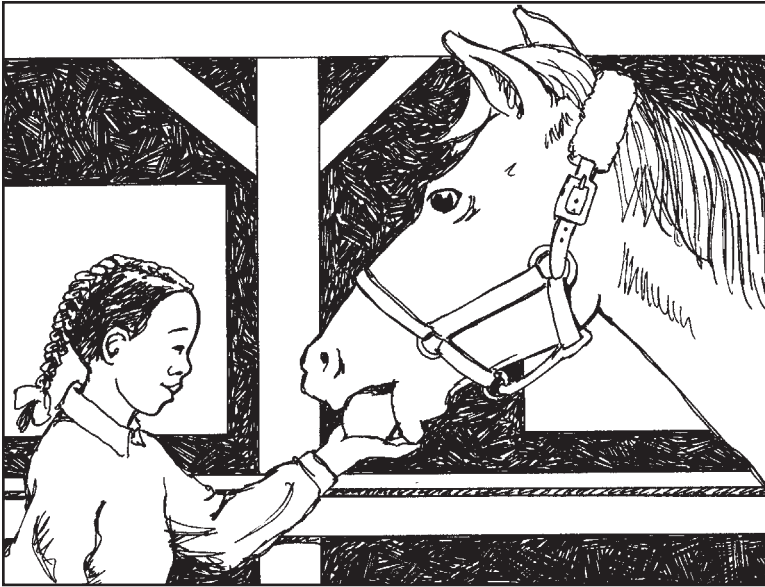
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |





The enormous lips tickled Trisha's outstretched palm, and she smelled a quick whiff of apple juice and horse breath before the apple she'd held up vanished with a gulp.

"He's a real thoroughbred," Adrian crowed, "the first one we've had, so I'm really excited." Trisha was even more excited—coming to her cousin Adrian's farm in Tennessee from Chicago, she had never seen a regular horse, much less a thoroughbred. It was beautiful. Its coat shimmered, glossy and smooth in the dark stable, and it snorted horsey breath through its big nostrils and tossed its mane when it heard voices. "Wanna see him walk around?"

"Are . . . are we supposed to let him out?" Trisha stammered. Trisha understood how Adrian's father, her uncle, prized his new thoroughbred after she'd heard him bragging about it over dinner on her first night here.

"Sure, I walk him around the stables all the time," Adrian answered. He had already unlatched the horse's stall and was leading the horse out by the strap around its long muzzle. "We call him Pepper for short, because his full name is Chili Pepper Powder Surprise. His saddle's right over here; you wanna see how it looks on him? Hold his reins."

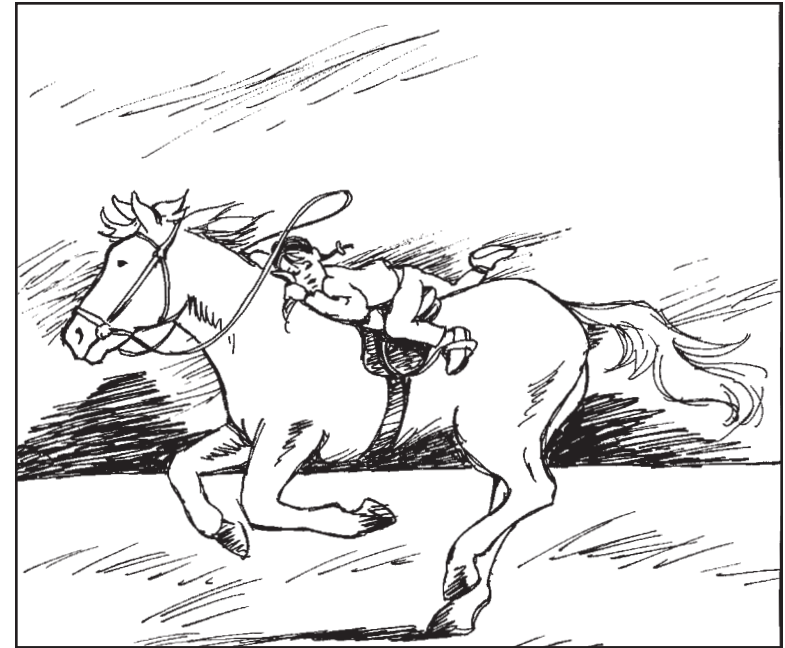
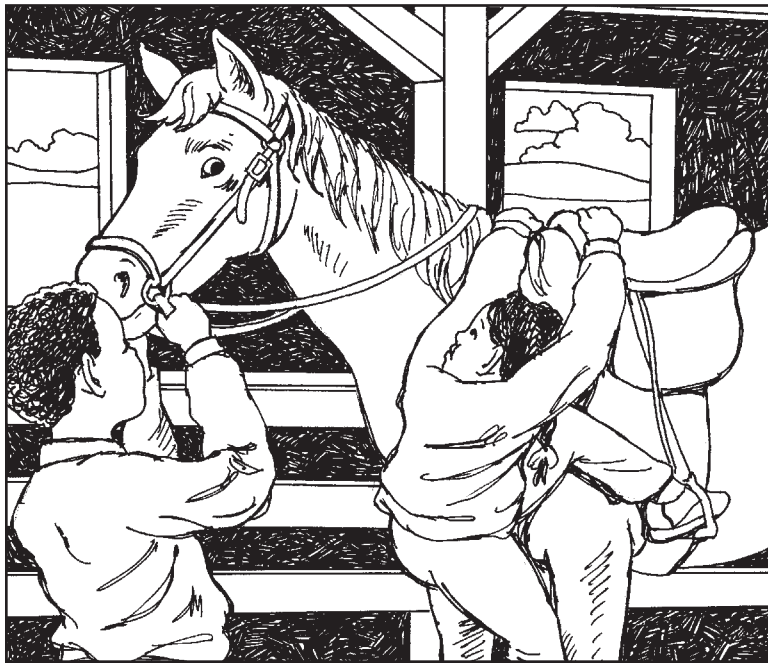
Before Trisha could protest, Adrian handed her the leather straps and went to retrieve the saddle from where it hung along the dim stable wall. Trisha froze, feeling like she was tethered to the back end of a racecar. Pepper kept dodging his rump away from Adrian as he attempted to lower the saddle onto the horse's back. Finally the horse submitted and stood under his lumpy saddle like a beautiful princess forced to wear an ugly parka.

"Go ahead, get on," Adrian said with a grin.

"No way," said Trisha. Adrian had been daring her to do such things all week, like jump

the fence into the hog pen or sit in his dad's tractor. She'd always held back while he teased her, and suddenly she decided she was sick of it. "Well, if you're sure your dad won't get mad . . .," she said.

"Not if he doesn't know about it," Adrian snickered. He explained to Trisha how to put one foot in the dangling stirrup and swing the other over Pepper's back. As she eased her weight in the stirrup, Pepper sidestepped away as he had from the saddle, and she had to hop on one leg to keep with him. Finally she swung her leg over and landed hard in the saddle.



Before she could figure out what was going on, Trisha flew out the open door of the stable and into the blinding sunlight. She hadn't gotten hold of the reins, and she nearly flipped over backward, only clinging to the saddle at the last second. Her foot was tangled in the stirrup, and her hair was flying in her face so she couldn't see where she was going, and she was going terribly fast. She screamed and felt Pepper's body give a startled jump underneath her. She'd never imagined a galloping horse would be so terrifyingly rough—it always looked smooth and easy in the movies, but it was more like riding a roller coaster with no straps.

Pepper ran straight across his corral toward the fence. Trisha shrieked again, sure he would jump it, but he started around the corral instead, running and running and running. She managed to sit back up and bury her hands in his mane, but it seemed to bother or hurt him. He tossed his head, hitting her chin with the back of his neck and throwing her arms off him. If she fell or jumped, she'd be dragged by her caught foot, or she'd crack her head on the ground, or worse. Finally she managed to lie down and cling to Pepper's back while he slowed to an uneven trot, then a walk, then an uneasy standstill.

"What do you think you're doing?!" she heard her uncle holler as he ran from the house toward the corral. Pepper jerked and stepped as the shouting man approached.

"Please," she whimpered, "please don't startle him." Trisha's uncle leapt easily over the fence and walked toward the nervous horse, grunting and whistling commands she'd never heard before. He gingerly took the reins and held them tightly, offering his other hand to help Trisha down and brush the dust from her face when she finally touched the ground again. Then he held her chin, lifting her face until he saw into her eyes.

"Please don't be mad," Trisha pleaded. "We didn't mean to do anything wrong—"

"Trisha, I want you to think about everything that went through your head the moment before you got on that horse. Now, are you going to look into my eyes and tell me it never occurred to you that you were doing something wrong?"

"No, sir," Trisha said, dropping her head.

"Remember that the next time you're about to do something you're not allowed to do. I'm pretty sure you didn't take out that horse and saddle him up all by yourself, especially when I saw Adrian run off and hide in the barn. You skip right under that fence and go back in the house while I fetch him."

Trisha did as she was told, slipping through the fence and starting toward the house while her uncle ran after his son. But before she went inside, she looked back at Pepper, who grazed calmly. As she watched, he looked up at her.

"Sorry, Chili Pepper Powder Surprise," she said, and the horse tossed his mane, as if he understood.

Name \_\_\_\_\_

**Instructions:** In each of the boxes to the left, list the character's traits underneath the name. In the boxes to the right, list the story clues that helped you identify the traits.

|                                                             |                                                   |
|-------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> <b>Character Traits for Trisha</b> | <b>Evidence:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> |
| <input type="checkbox"/> <b>Character Traits for Adrian</b> | <b>Evidence:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> |
| <input type="checkbox"/> <b>Character Traits for Uncle</b>  | <b>Evidence:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> |

Name \_\_\_\_\_

**Instructions:** List the important events that you underlined on pages 6, 7, and 8 in *Chili Pepper Powder Surprise*. Then use the information to create a summary of the final three pages of the story in the *Summary* box.

| Who |
|-----|
|     |

| What |
|------|
|      |

| When |
|------|
|      |

| Where |
|-------|
|       |

| Why |
|-----|
|     |

CHILI PEPPER POWDER SURPRISE • LEVEL Q • 2

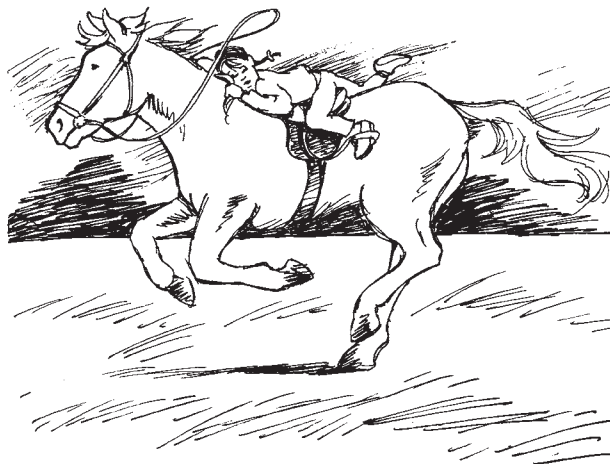
| Summary |
|---------|
|         |
|         |
|         |
|         |
|         |
|         |
|         |
|         |

SKILL: SUMMARIZE

Name \_\_\_\_\_

**Instructions:** In the text below, find the sentences that show where someone is talking. Then add the quotation marks where they belong to indicate where the speaker begins and finishes talking.

1. Trisha was excited to come to her cousin Adrian's farm in Tennessee.
2. He snorted horsey breath through his big nostrils and tossed his mane.
3. Adrian's father, her uncle, prized his new thoroughbred.
4. He was leading the horse out by the strap around its long muzzle.
5. Hold his reins, Adrian said.
6. As she eased her weight in the stirrup, Pepper sidestepped away.
7. Finally she swung her leg over and landed hard in the saddle.
8. She managed to sit back up and bury her hands in his mane.
9. Trisha, I want you to think about everything that went through your head.
10. Look into my eyes and tell me it never occurred to you.
11. Trisha started toward the house while her uncle ran after his son.
12. The horse tossed his mane, as if he understood.



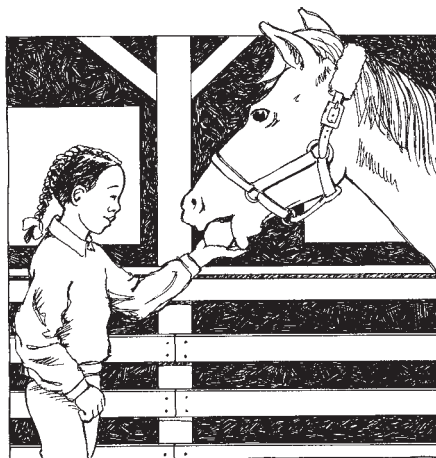


Name \_\_\_\_\_

**Instructions:** Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

**Example:** (read/red): I *read* a book about a little *red* hen.

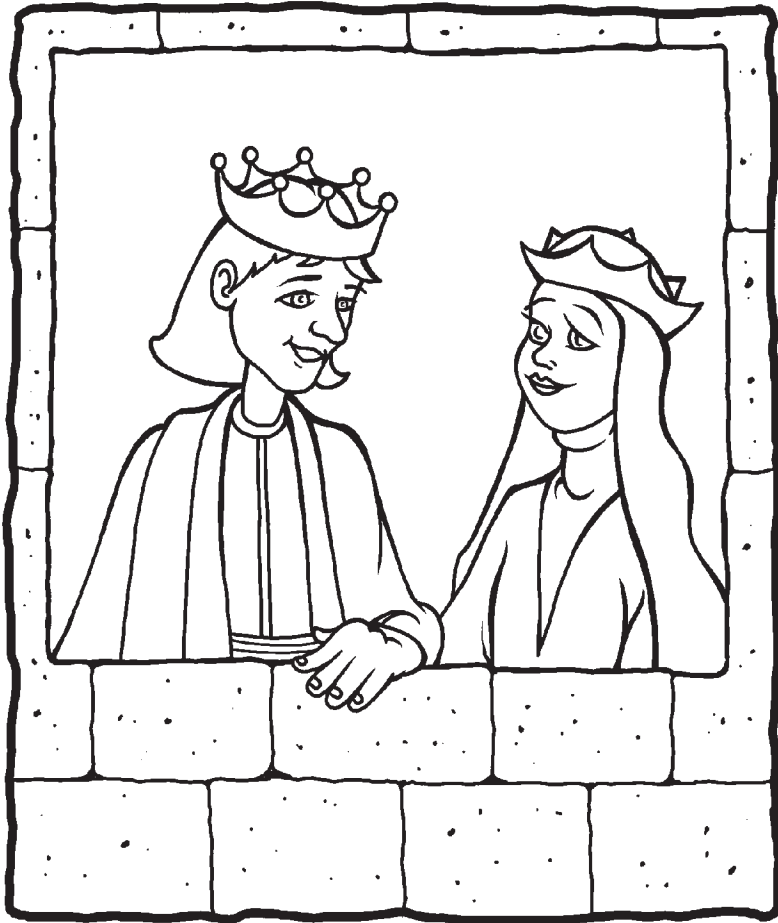
1. (eight/ate) \_\_\_\_\_
2. (plane/plain) \_\_\_\_\_
3. (in/inn) \_\_\_\_\_
4. (flew/flu) \_\_\_\_\_
5. (where/wear) \_\_\_\_\_
6. (cent/sent) \_\_\_\_\_
7. (knew/new) \_\_\_\_\_
8. (two/too) \_\_\_\_\_
9. (their/there) \_\_\_\_\_
10. (hair/hare) \_\_\_\_\_



# The Three-R Plan

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 971*



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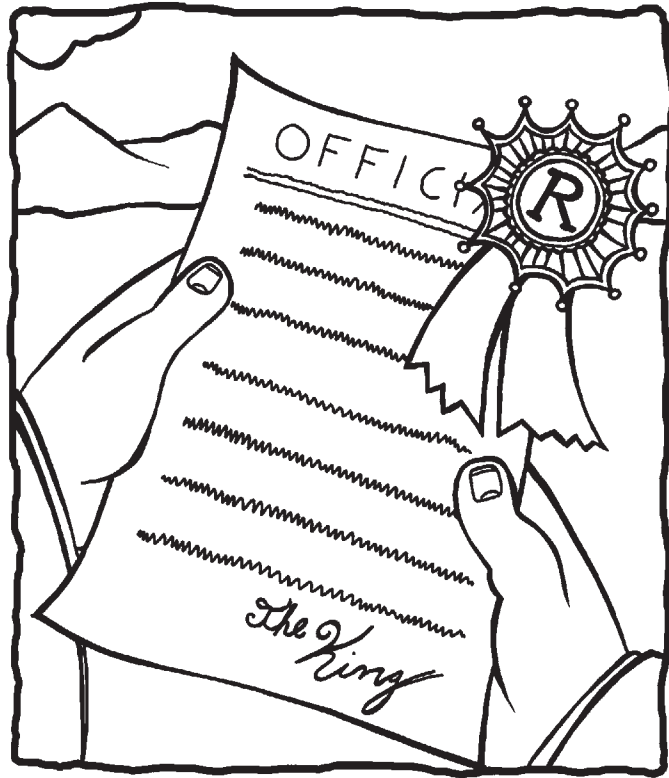
# The Three-R Plan



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Illustrated by Hugh Armstrong

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# The Three-R Plan



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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |



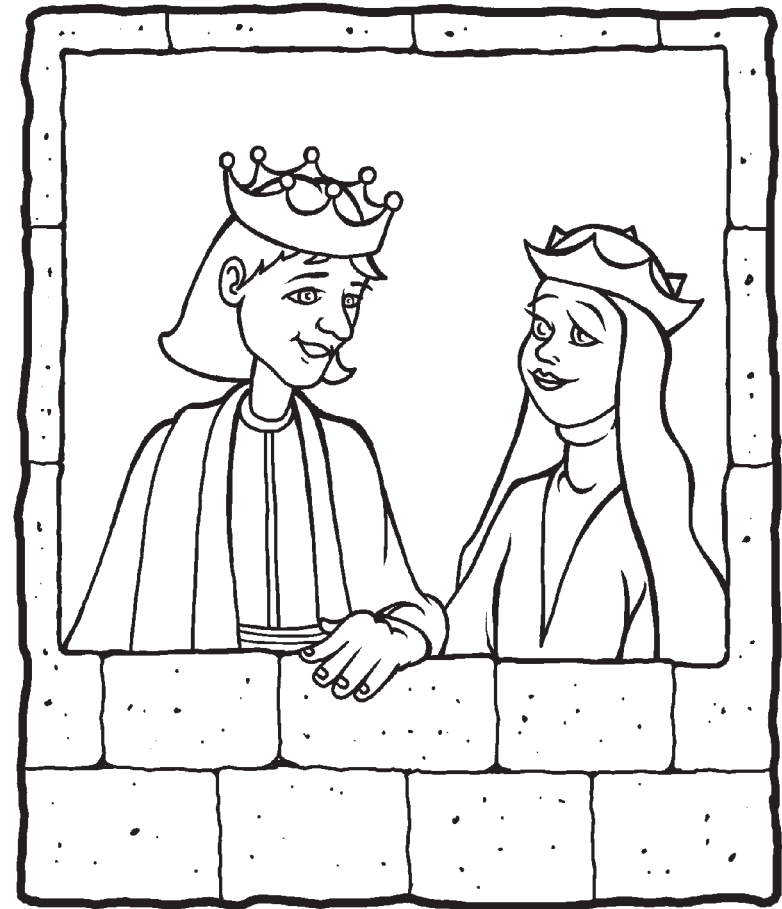
### **"Save the Kingdom"**

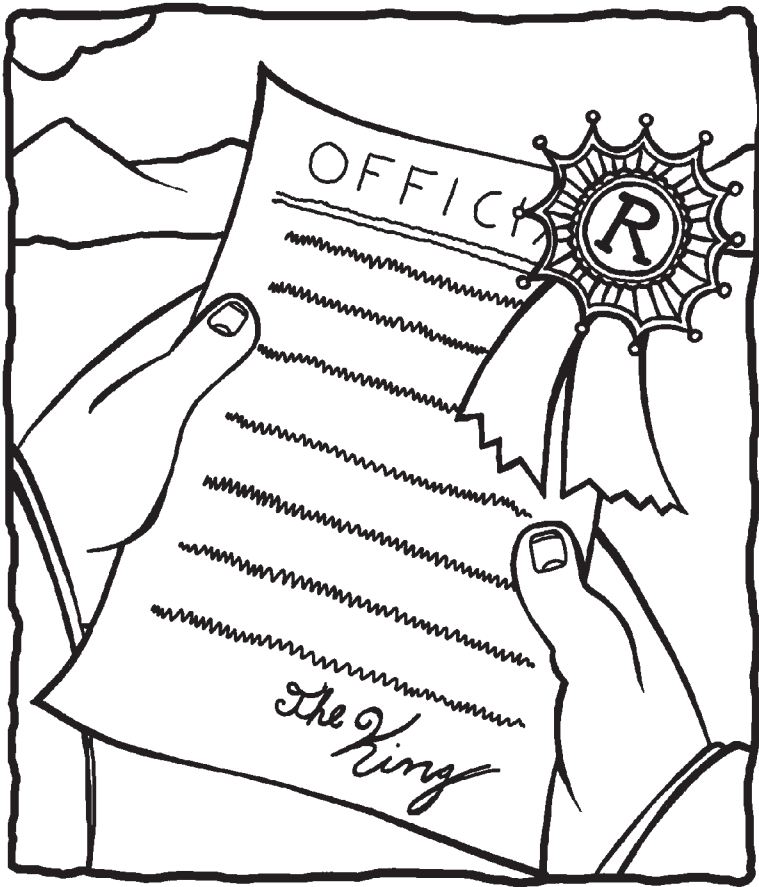
The king looked out and sighed, "Our kingdom, once so beautiful, grows barren and dies more and more each day."

The queen joined the king at the window. "The hills were once filled with trees, wildlife was plentiful, and the air was clean and fresh. Now, even our babbling creek is murky and polluted. Our citizens work hard, and yet they seem too tired to enjoy the rewards of their labor. Is this what our children have to anticipate in life?"

It was true—the land was abused and overused, and the people were unhappy and too busy.

The king looked at his own beloved wife. "Surely we have intelligent people living among us. Someone must know the solution to save our dying land!"





The king called for his court magistrate. "Tell the people that I will award the royal position of Official Land Steward to the person who solves the problem of our decaying land. That person will be allowed to live in the castle for the rest of his or her days. If this problem goes unsolved, hope will fade and our future will be threatened."

Away from the castle lived three men, Ricardo, Roger, and Randy. Some might consider them country folk, but each lived happily in his own way. Each man had heard the king's decree, and each one devised a plan that might save the kingdom. Although the land around their own homes showed signs of use, it was healthy and gorgeous. The men were content and enjoyed their lives. The plans they had for the entire kingdom were based on the way they already lived.





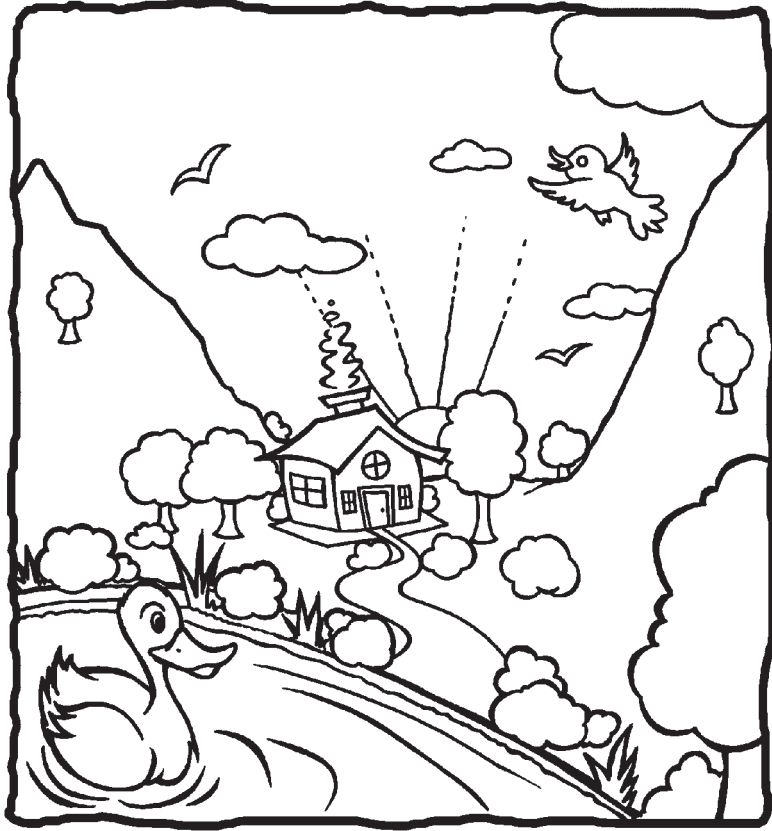
### “Reduce”

Big mountains, roaring rivers, and thick forests surrounded Ricardo’s land. His small home was high on a mountain. Because his home was far away from stores, he had to get by with only the things he needed. Ricardo thought about what he owned and realized he didn’t need much at all. If he didn’t use an item, he would sell it or give it away. Most importantly, if he didn’t like it, he wouldn’t own it at all. He didn’t buy much, and consequently, Ricardo’s home was tidy and efficient. He didn’t spend lots of extra time taking care of things. Reduce your load, increase your joy, and save your environment—that was Ricardo’s plan to help save the land.

Even if his plan wasn’t accepted, he believed the king should know that it’s possible to live with less and yet have more. Ricardo’s plan meant more for everyone, and with that thought Ricardo left for the castle.

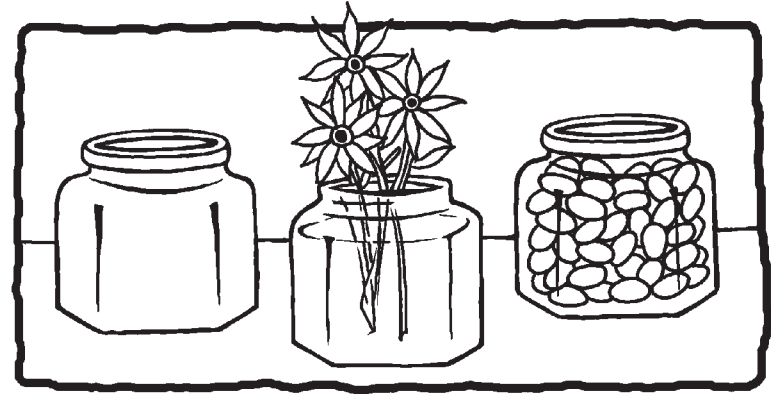




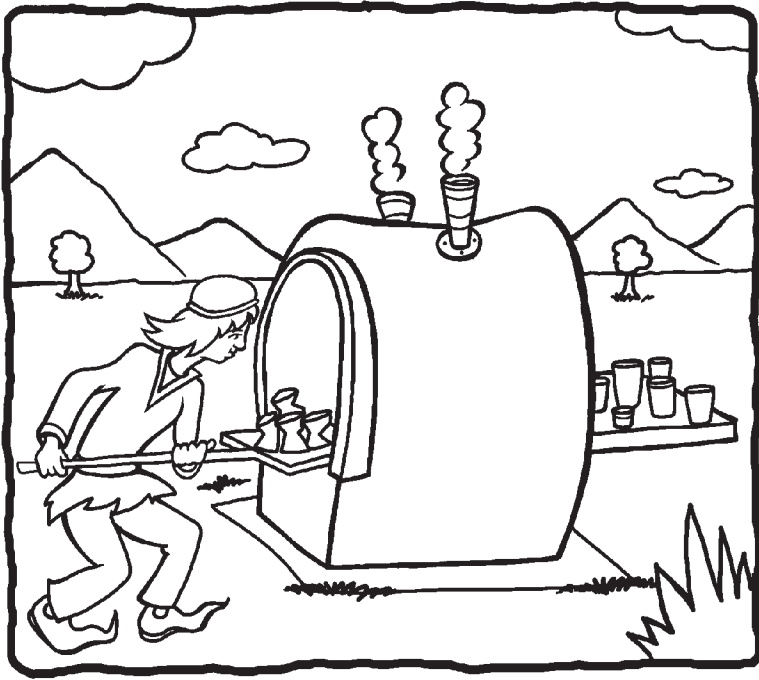


### “Reuse”

Roger’s home was in a lush, open valley. He had many children, and neighbors helped each other regularly. Healthy animals and plants grew all year long. Roger thought, “Our life and land are wonderful, and I should share this with the king.”



Roger could be described as creative and frugal. No item entered his home without being reused in many different ways. For example, after finishing a jar of jam, the jar was used to store beans. If the beans were eaten, the jar was used as a vase for flowers. When Roger’s berries were ripe, he made more jam, cleaned the jar, and refilled it. Roger’s goal, out of necessity, was to not waste anything, and just find other ways to use things. Roger’s family couldn’t afford new stuff, but they lived happily reusing things and trading services. They replaced what they took from the land, and they kept the land around them clean. They made compost and used it to fertilize new crops. Roger began a journey to tell the king about his plan.



### "Recycle"

Of the three men, Randy lived the closest to the castle. He designed ways to take used things and make them into new things. For example, he had a machine that melted cans, poured the melted metal, and shaped it into new cans. He had a simple hand process for remaking paper. People would give him their used cans, glass, and paper, and he would make new products from the used materials.

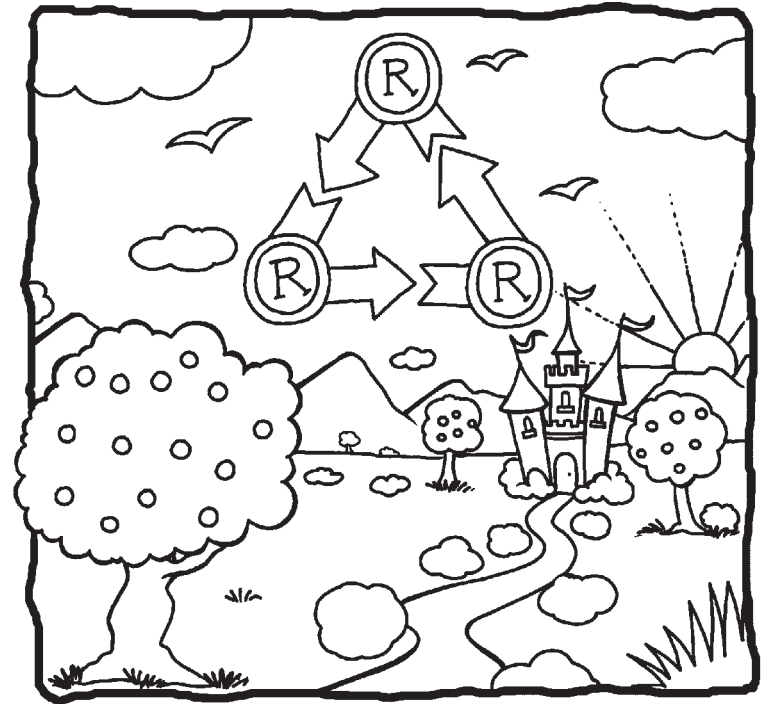
Then he sold these new recycled products to people who needed them. He rarely needed new things made from natural resources such as trees. He believed that by recycling things that were already made, the citizens wouldn't need to use up the land and other resources, and the land could be saved. Randy went to present his plan to the king.



### **“The Three-R Plan”**

By this time, the king and queen already had heard many plans. The men were weary by the time they arrived, but they still had hope. Each man, one at a time, presented his plan to the king and queen, and each man agreed that the others had good plans as well. The king and queen also thought each plan had benefits and were willing to try each one. “Let’s try all three at the same time,” said the queen. “The one that shows the best results will be accepted as the plan to save our kingdom.”

Things didn’t happen overnight, but improvements were soon seen. The forests started to regrow, and the water cleaned itself out and ran clearer. The animals became healthier. People enjoyed working toward their common goal. Although they all were still busy, they talked and laughed more often with each other. Everyone felt more ownership in the plan.



The king and queen decided that all three men should live in the castle. They called the plan “The Three-R Plan” and invited Randy, Roger, and Ricardo to stay at the castle. None of the men accepted the royal offer. The men already considered themselves stewards of the land and were pleased that the rest of the kingdom did, too. With the Three-R Plan—reduce, reuse, and recycle—the land improved, and all the citizens of the kingdom were happy.

Name \_\_\_\_\_

**Instructions:** Write the problem in the top box. Write three possible solutions in the boxes below it. Write at least one good point and one bad point about each solution. On the bottom, write the solution that the king chose, and then write what the result of that solution was.

**Problem:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Possible Solution:**

Good  
Point

Bad  
Point

**Possible Solution:**

Good  
Point

Bad  
Point

**Possible Solution:**

Good  
Point

Bad  
Point

**The King's Solution:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Result Was:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Instructions:** Write the definition for each word on the lines provided. Then draw the meaning of each word above its definition.

|         |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recycle | <div style="height: 266px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 266px; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 20px; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 40px; left: 0; right: 0; height: 20px;"></div> </div> |
| Reuse   | <div style="height: 263px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 263px; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 20px; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 40px; left: 0; right: 0; height: 20px;"></div> </div> |
| Reduce  | <div style="height: 260px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 260px; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 20px; left: 0; right: 0; height: 20px;"></div> <div style="position: absolute; top: 40px; left: 0; right: 0; height: 20px;"></div> </div> |

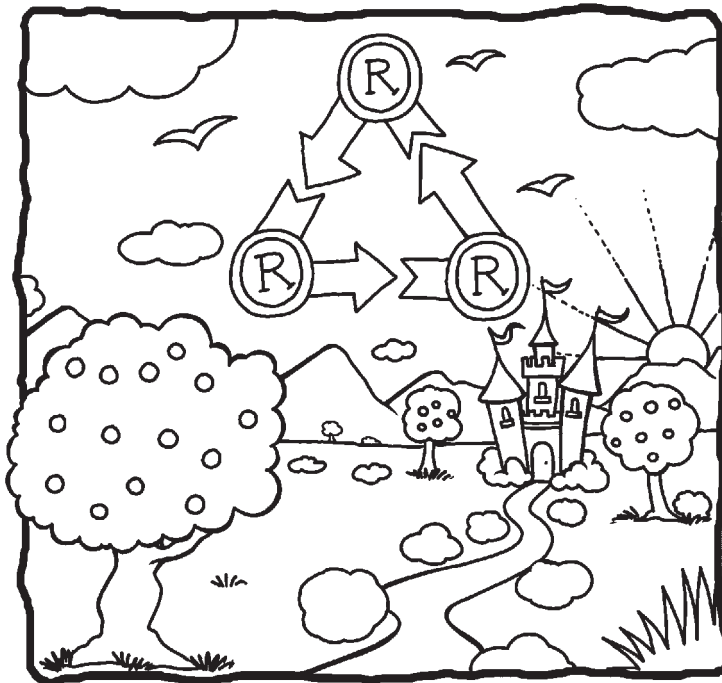
Name \_\_\_\_\_

**Instructions:** In the text below, find the sentences that show where someone is talking. Then add the quotation marks where they belong to indicate where the speaker begins and finishes talking.

It was true – the land was abused and overused, and the people were unhappy and too busy.

The king looked at his own beloved wife. Surely we have intelligent people living among us, he said. Someone must know the solution to save our dying land!

The king called for his court magistrate and said, Tell the people that I will award the royal position of Official Land Steward to the person who solves the problem of our decaying land. That person will be allowed to live in the castle for the rest of his or her days. If this problem goes unsolved, hope will fade and our future will be threatened.





# Summer Olympics Events

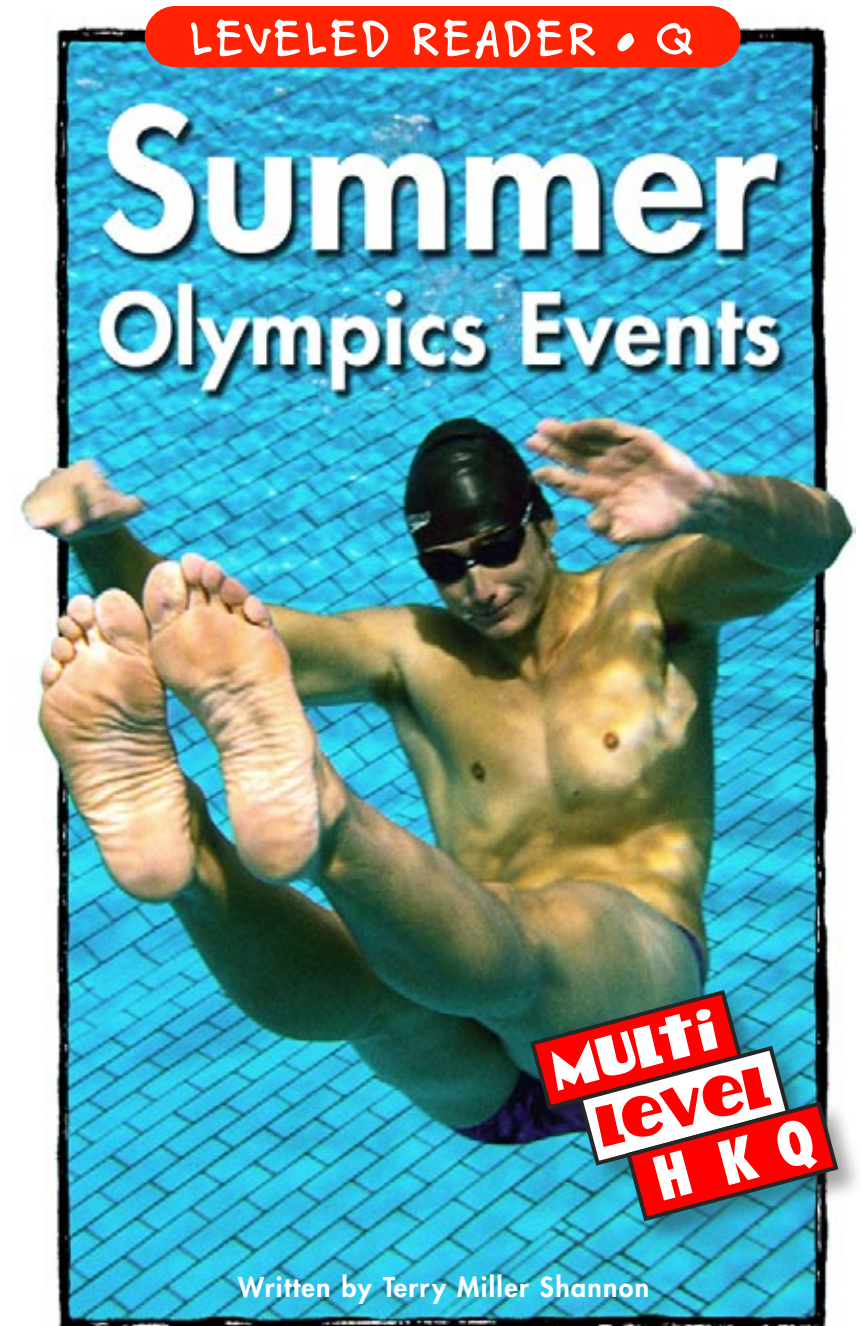
*A Reading A-Z Level Q Leveled Reader*

*Word Count: 771*



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# Summer Olympics Events



Written by Terry Miller Shannon

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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |



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## The Summer Olympic Games

The modern Summer Olympic Games began over 100 years ago in 1894. They were inspired by athletic competitions held in ancient Greece. The Games are intended to promote understanding and friendship among people from all countries.

The Summer Olympics are held every four years. Each Olympics is held in a different city around the world. **Athletes** compete in hundreds of events and try their best to win gold, silver, or bronze medals for their home countries.

### Places where past games have been held:

|             |      |           |      |
|-------------|------|-----------|------|
| Munich      | 1972 | Barcelona | 1992 |
| Montreal    | 1976 | Atlanta   | 1996 |
| Moscow      | 1980 | Sydney    | 2000 |
| Los Angeles | 1984 | Athens    | 2004 |
| Seoul       | 1988 | Beijing   | 2008 |





Athletes walk in a parade at the start of the Games.

## The Olympic Torch

The Summer Olympics start with an opening ceremony. The ceremony usually includes a parade of the participating athletes. An important part of the ceremony is the lighting of the Olympic flame by a person carrying the Olympic torch.



The Olympic flame remains lit throughout each Olympics.

The torch is lit in Greece several months before the start of the games. It is then carried to the host city by a series of runners. It arrives at the Olympic stadium on the opening day of the games. By this time, it has been handed off from one runner to the next many times during its long journey.

At the opening ceremony, the final runner enters the stadium carrying the torch. He or she uses it to light the Olympic flame. The Olympic flame burns throughout the Olympics and is not put out until the closing ceremony.



basketball



volleyball



field hockey

## Events

The Summer Games include team sports such as basketball, soccer, volleyball, and field hockey. They also include many individual events. Let's look at some of the events.



swimming



water polo

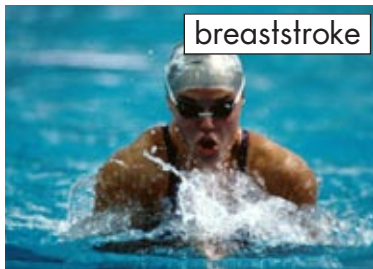
## Water Sports

Water sports include water polo, diving, and swimming competitions. Some of the swimming races are short, and swimmers swim only two lengths of the pool. Other races are longer and sometimes include more than one swimmer in a relay.





relay race



breaststroke



backstroke



butterfly stroke



freestyle

Many swimming races allow swimmers to use only one kind of stroke. But in the freestyle event, swimmers can choose the stroke they want to use. The breaststroke, backstroke, and the butterfly are all used in different races.



diving



Divers twist and flip before hitting the water.

In diving events, divers jump from high above the water. Divers do complicated twists, flips, and turns while in the air. They get points for the difficulty of the dive and how small a splash they make when they hit the water.



## Track and Field

Track and field events include running, throwing, and jumping competitions. The **marathon**, the longest running event, is over 42 kilometers (26 miles) long. The shortest races are called **dashes**.



Runners often train for the Olympic Games by running in locations high in the mountains. This training helps their bodies become better at delivering oxygen to their muscles to create energy.





hammer throw



discus



shot put



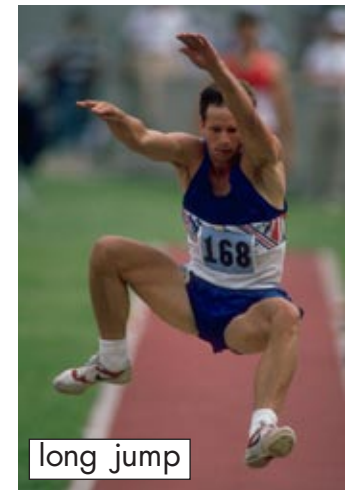
javelin

In throwing events, the objective is to throw a hammer, discus, javelin, or shot put as far as possible. Athletes competing in these events must be very strong.

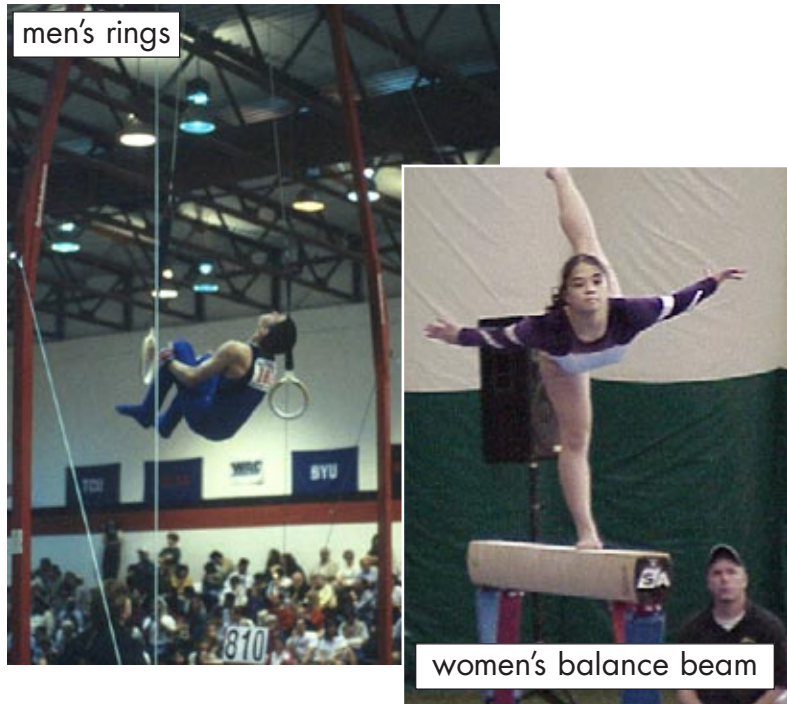


high jump

In jumping events, athletes are judged on the height or distance of their jumps. In the high jump, athletes leap over a bar. The bar is raised higher until only one person can jump it. In the long jump, athletes leap as far as they can. In the pole vault, athletes use a pole to help them leap over a very high bar.

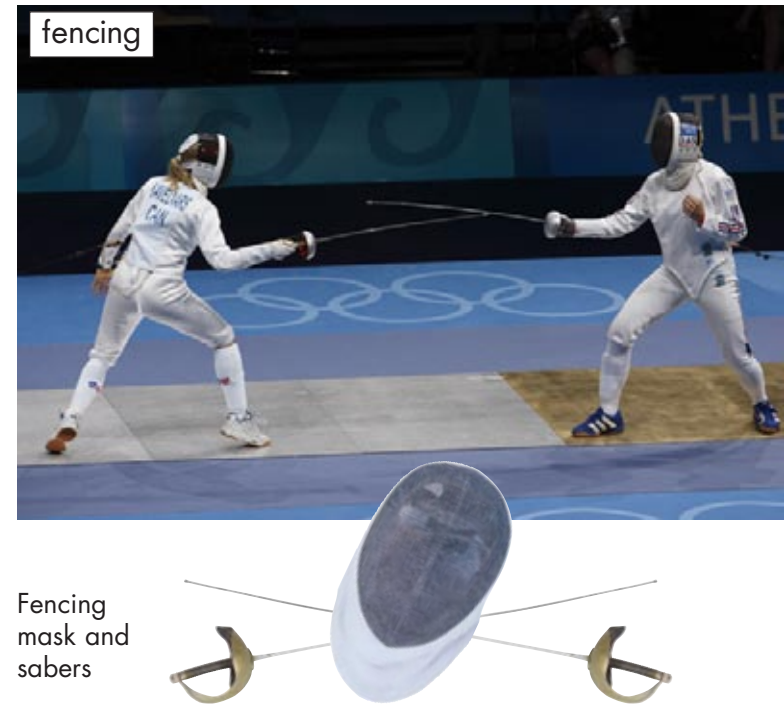


long jump



## Gymnastics

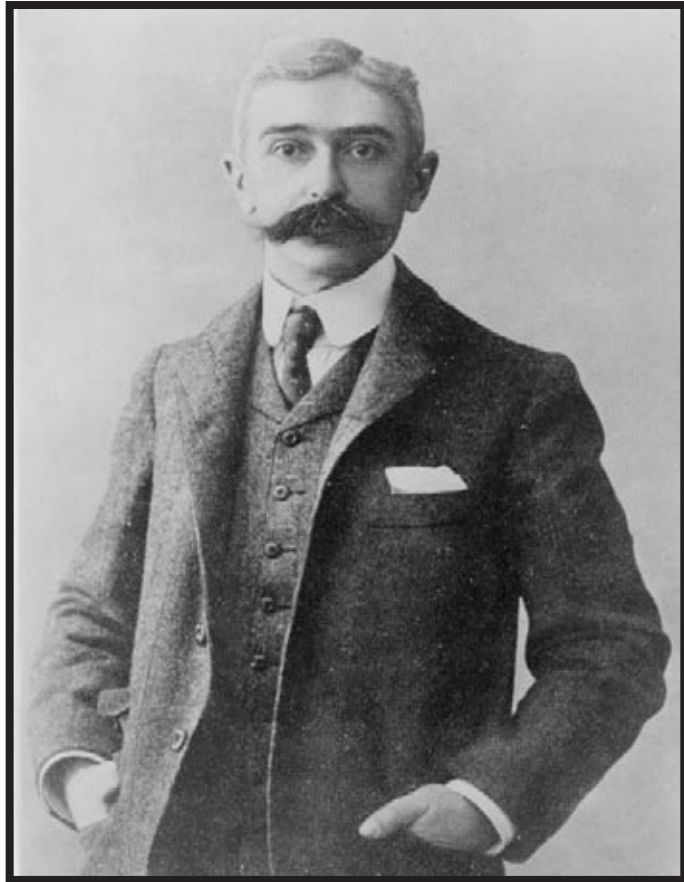
**Gymnasts** leap, flip, and twirl through the air. They demonstrate their timing, balance, flexibility, strength, and skill. Only women compete on the balance beam and in the uneven bars events. In the balance beam events, they must turn and flip on the narrow beam. Only men compete in the rings, pommel horse, and parallel bars events. In the rings event, they hold onto the rings and flip their bodies in circles.



## Fencing

Olympic fencers **duel** with practice swords. They score points by touching their opponents with their swords on different parts of the body. Fencers wear protective masks and clothing and use special swords so that the competition is safe. Fencers are allowed to move forward and backward as they fight, but they can only move a little from side to side. Fencers use three different kinds of swords in their competitions.





## Pentathlon

One event created specifically for the Olympics is the **pentathlon**. The founder of the modern Games, Baron Pierre de Coubertin, created this event. He was inspired by the *pentathlon* in the Ancient Olympics. The name pentathlon comes from the Greek words for *five* and *contest*.



The pentathlon is based on an imaginary **scenario** of a soldier who is trapped behind enemy lines. The athlete must ride a horse, shoot targets with a pistol, fight with a sword, run, and swim. The competitor with the best total score in all five events wins. Both men and women compete in the pentathlon.



Baron Pierre de Coubertin also designed the Olympic emblem with five interlocking rings.

## Summer Olympic Sports



|             |                   |
|-------------|-------------------|
| Archery     | Modern Pentathlon |
| Badminton   | Rowing            |
| Baseball    | Sailing           |
| Basketball  | Shooting          |
| Boxing      | Softball          |
| Canoe/Kayak | Table Tennis      |
| Cycling     | Taekwondo         |
| Equestrian  | Tennis            |
| Fencing     | Track and Field   |
| Football    | Triathlon         |
| Gymnastics  | Volleyball        |
| Handball    | Water sports      |
| Hockey      | Weightlifting     |
| Judo        | Wrestling         |

## Event Categories

The Summer Olympics include 28 sports with hundreds of events. To find out more about the Olympics, go to <http://www.olympic.org>

## Glossary

|                                 |                                                                     |
|---------------------------------|---------------------------------------------------------------------|
| <b>athletes</b> ( <i>n.</i> )   | people who play sports (p. 4)                                       |
| <b>dashes</b> ( <i>n.</i> )     | short running events (p. 11)                                        |
| <b>duel</b> ( <i>v.</i> )       | to fight one-on-one (p. 16)                                         |
| <b>gymnasts</b> ( <i>n.</i> )   | people who leap, flip, and twirl through the air (p. 15)            |
| <b>marathon</b> ( <i>n.</i> )   | a very long running race (p. 11)                                    |
| <b>pentathlon</b> ( <i>n.</i> ) | an athletic competition that involves five different events (p. 17) |
| <b>scenario</b> ( <i>n.</i> )   | a possible situation or sequence of events (p. 17)                  |

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| De Coubertin, Baron Pierre, 17 | Olympic emblem, 18 |
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| fencing, 16                    | Olympic torch, 5   |
| gymnasts, 15                   | pentathlon, 17, 18 |
| jumping events, 14             | rings, 15          |
| marathon, 11                   | stroke, 9          |

Name \_\_\_\_\_

**INSTRUCTIONS:** Have students cut out the pictures at the bottom of the page. Then have them paste each picture in the correct column according to where the sport is played.

| In Water | On a Track or Field | In a Gym |
|----------|---------------------|----------|
|          |                     |          |



Name \_\_\_\_\_

**INSTRUCTIONS:** Read each base word. Have students circle the correct plural form.

| base word  | add -s   | or | add -es   |
|------------|----------|----|-----------|
| 1. watch   | watches  |    | watches   |
| 2. contest | contests |    | contestes |
| 3. runner  | runners  |    | runneres  |
| 4. judge   | judges   |    | judgees   |
| 5. trip    | trips    |    | tripes    |
| 6. wish    | wishs    |    | wishes    |
| 7. rule    | rules    |    | rulees    |
| 8. member  | members  |    | memberes  |



Name \_\_\_\_\_

**INSTRUCTIONS:** Read each sentence with students. Have them circle the correct label according to how the underlined number word is used.

quantity  
(how much or how many)

position  
(place order)

1. My project came in second  
place in the contest.

quantity

position

2. I should not have had three  
pieces of cake!

quantity

position

3. My aunt sent me a gift of forty  
dollars.

quantity

position

4. The bus stop is on the fifth street  
from mine.

quantity

position

5. Out of the eleven shirts,  
the third one is my favorite.

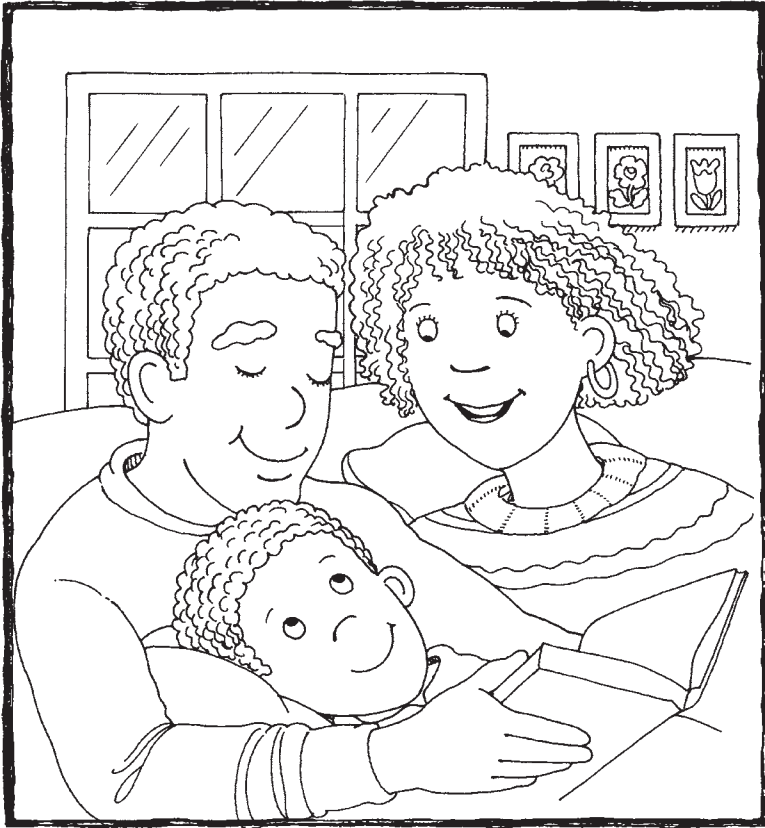
quantity

position

# Arthur's Bad-News Day

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,269*



  
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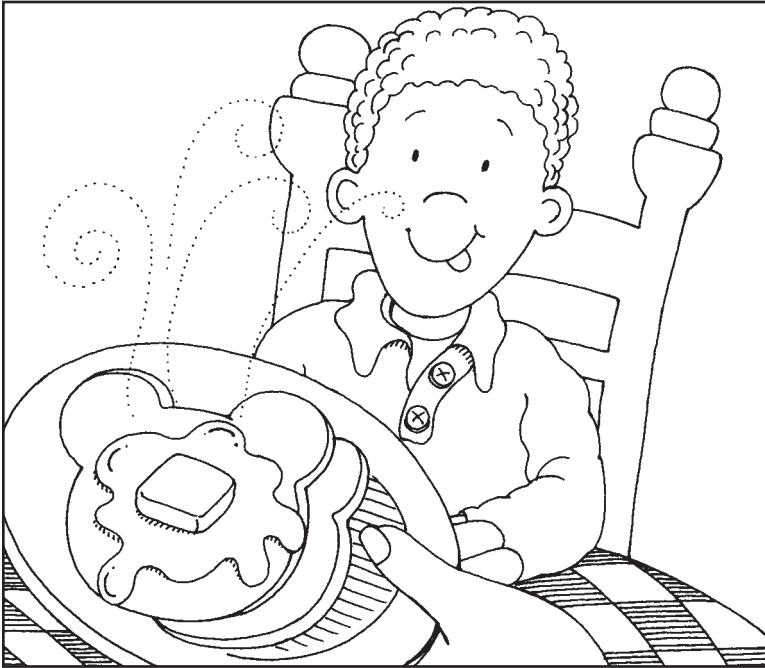


**Multi  
Level  
I M Q**

Written by Lara Henderson Megard  
Illustrated by Darcy Tom

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# Arthur's Bad-News Day



Written by Lara Henderson Megard  
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Level Q Leveled Reader  
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## Correlation

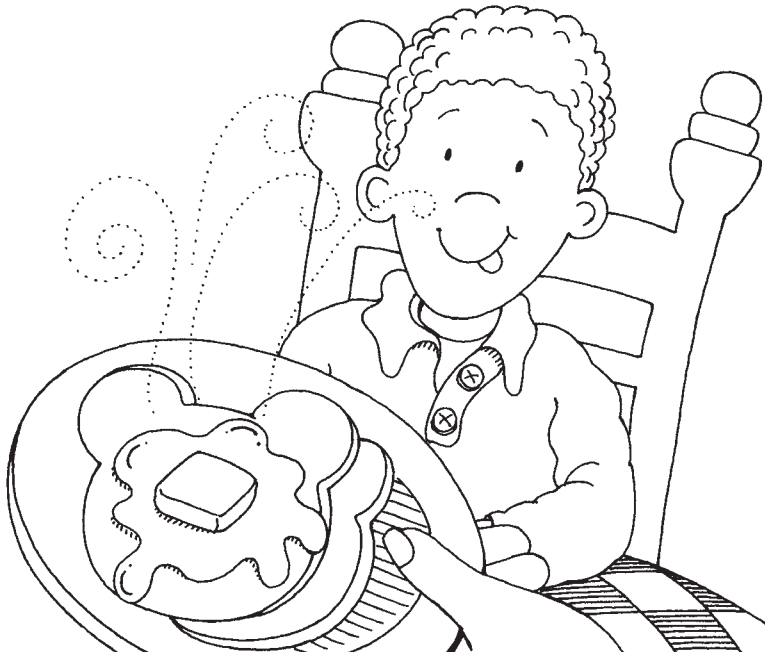
| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |



Hey, take a seat, and I'll tell you a story about some really bad news. My name is Arthur Hankins, and the first eight years of my life were nearly perfect—until my parents told me some disturbing news that would change my life forever. But before I tell you the bad news, let me tell you about a typical perfect day in my life so you can see why I'm so upset about everything changing.

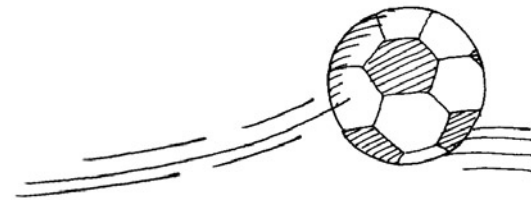
Picture this—every morning my mom wakes me up by tickling the bottoms of my feet, making me giggle and starting my day on a happy note. She always takes time to ask, “What did you dream about?” She laughs at the weird dreams and bites her bottom lip when I tell her about the scary ones. By the time I finish talking, I'm wide awake and ready to start my day. And it only gets better.





The smell of hot maple syrup carries me eagerly downstairs, making my mouth water and my stomach growl. For breakfast, Dad always makes these really cool Mickey Mouse-shaped pancakes, sometimes adding chocolate chips or blueberries. They are so delicious that I could eat them for the rest of my life. Dad, Mom, and I talk about the day ahead while we eat, and Dad always pretends to steal a pancake off my plate. “You don’t look so hungry today, Arthur. Let me help you finish this,” he says.

On the drive to school, I choose the music we listen to, and Mom, Dad, and I sing along really loudly. Sometimes, Mom and Dad will get in a competition to see who can make up the goofiest words to the songs, and at other times, Dad pretends to play many different instruments along with the CD—a trombone, guitar, piano, or flute. Mom usually joins in by playing percussion on the steering wheel. Over the years, I’ve learned to play my imaginary harmonica very well.



And the day gets even better! After school, Dad and I kick and toss the ball around until it’s time for dinner. When it’s raining or snowing, we’ll still play outside sometimes, although usually we stay in and draw or put together a puzzle. Dad and I once built a three-dimensional puzzle of the Egyptian pyramids. It took us almost a month, but it was awesome!



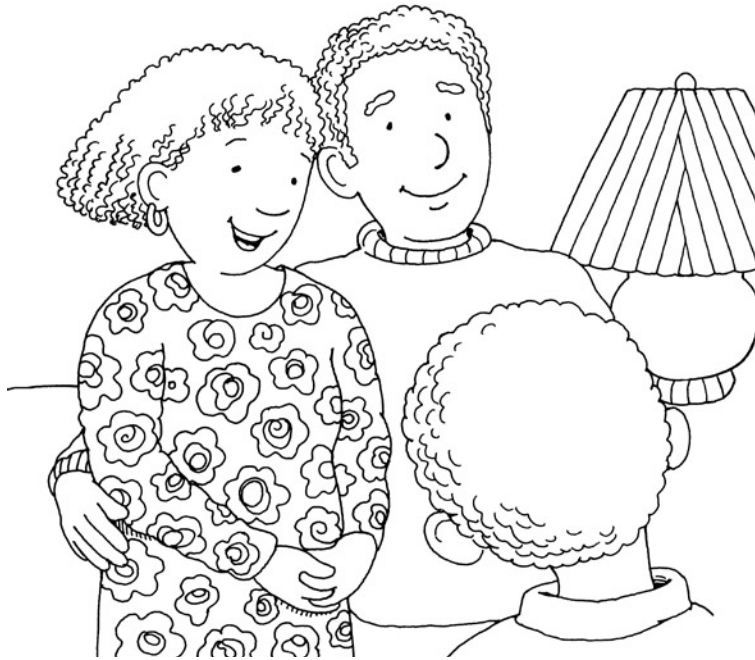
I usually help Mom and Dad make dinner, and twice a week I get to choose what we make, such as spaghetti or homemade pizza with extra cheese. Then we eat and tell stories about our day. I never realize how interesting my day really was until I'm telling Mom and Dad about it. I'm a famous geologist telling them about the rocks I found during recess, or I'm a world-renowned artist describing my use of color in art class. After dinner, Mom never forgets about my favorite dessert—a giant chocolate chip cookie with milk, which I drink from a special glass I got when we visited Disneyland. It reminds me of the best vacation ever!



After I finish my homework, we play board games, watch a movie, or do whatever I feel like until it's time for bed. I usually read myself to sleep, although sometimes Mom and Dad snuggle up with me and read to me, which always makes me have good dreams that I can tell Mom about the next morning.

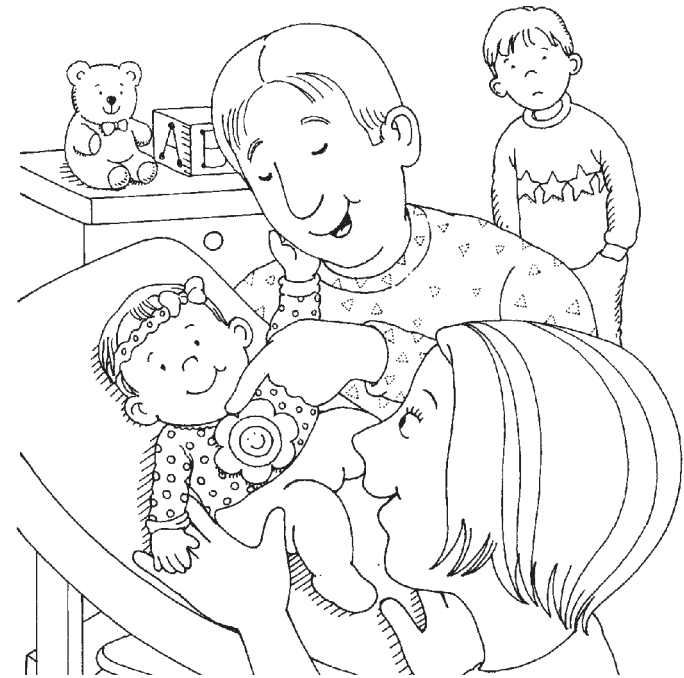
Well, it's about time I tell you about the bad news. It's horrible. My perfect life will never be the same. Take my word for it, you don't ever, ever want this happening to you.





Okay, here goes: a few months ago, my parents told me that soon I'm going to have a little sister. Ugh! Now can you see why I'm so upset? This is going to ruin everything!

For eight years, I have been the center of attention. I haven't had to share my parents with anybody, not even a pet, and we've always had so much fun together. I don't understand why they want to change things. One more person will make our house too crowded, and I know I'm not going to like it.



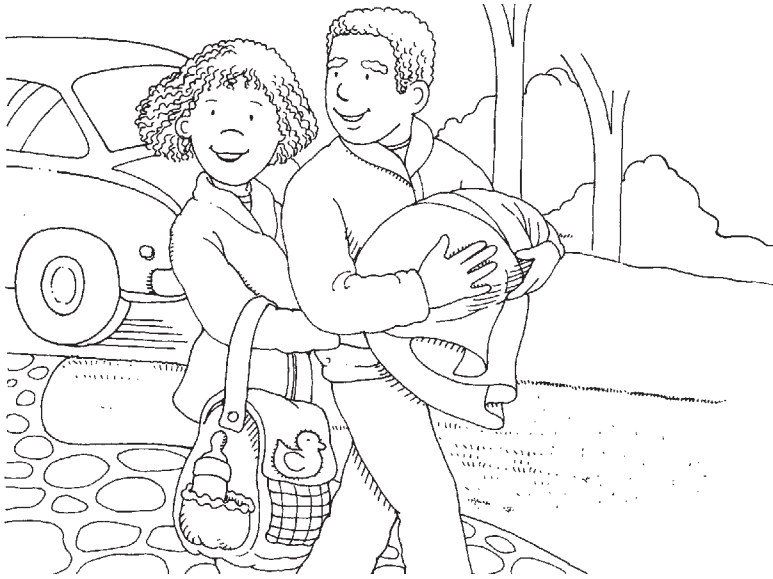
My friend Jeff got a baby sister last year. His dad and mom never have time to play with him. They are always busy holding and playing with the baby and changing her smelly diapers. Yuck! That is so gross. He said they don't ever make him help with the diapers, but they do ask him to help out more around the house and to get them things when they are busy with the baby. He says he got used to it, but I don't think I'll ever get used to having to do more work. I mean, what is *she* going to have to do?



I haven't even told you the worst, most outrageous part of the story. I will have to share my bedroom with the baby. Yep, you heard me right. No more peace and quiet when I read at night or while I play on weekends, and Mom will probably tickle *her* feet in the morning instead of mine. I know Mom won't have time to listen to my dreams anymore. My baby sister had better not even think about using my Disneyland glass. No way.

I told Mom, "I don't want a baby sister—I'm happy with the way things are," but that didn't seem to matter. "You'll love her, honey, and you'll get used to sharing your room," Mom told me. "You might even like the company." But I doubt it. Mom and Dad started moving my furniture around to make room for her crib, and I had to put some of my toys under my bed to make room for her diapers and lotions and all this other baby stuff. It doesn't even look like my room anymore.





Today, Mom and Dad are coming home from the hospital with my new sister, and I've decided to tell them they should just take her back. I don't want to share my mom and dad, to say nothing of sharing my room. Even Grandma can't cheer me up. She's waiting with me while Dad goes to pick up Mom and the baby from the hospital. I had cold cereal for breakfast this morning, and when Dad rushed out, he didn't even say goodbye. I guess having a baby sister makes me invisible.

Well, here they are. Dad is carrying a bundle of pink blankets. Is the baby inside there? Could she be so tiny?



Mom is right behind Dad, and she looks tired but she won't stop smiling, like the time she got up really early on my birthday to put together my bike as a surprise.

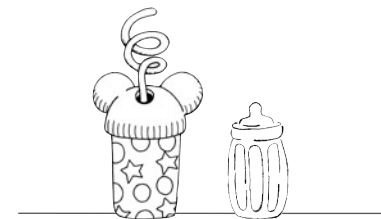
Okay, now Grandma is rushing outside. She hugs Mom and then pokes her head inside the pink blankets. "Oh, she's beautiful!" Grandma tells Dad. I'm not going out there. I'm going to sit right here. The baby's getting enough attention without getting mine, too.



Suddenly, Mom is hugging me tight and kissing the top of my head, and before I know it, Dad is putting the baby in my lap. And then the most amazing thing happens. My baby sister reaches out and grabs my finger—and she won't let go! I think she realizes that I'm her big brother, and she likes me already.



Hey, maybe having a little sister won't be so bad. She is kind of cute. I guess we can keep her. Besides, I'm beginning to realize that Mom and Dad have enough love to share with both me and my sister.



Name \_\_\_\_\_

**INSTRUCTIONS:** Before reading the book, fill in the first column with your prediction. During reading, stop to write your revised prediction in the middle column. When finished reading, write what actually happened in the final column.

| What I predict will happen | Changes in my prediction | What actually happened |
|----------------------------|--------------------------|------------------------|
|                            |                          |                        |

Name \_\_\_\_\_

**INSTRUCTIONS:** Write the causes in the left-hand boxes and their effects in the right-hand boxes.

| Causes | Effects |
|--------|---------|
|        |         |
|        |         |
|        |         |
|        |         |



Name \_\_\_\_\_

**INSTRUCTIONS:** Have students read each sentence and decide whether it is declarative (telling) or interrogative (asking). Have them place either a period or a question mark to end each sentence correctly. Have them circle the question word for each sentence they end with a question mark. Then have students change each declarative sentence to an interrogative sentence.

1. What kind of news did Arthur receive
2. There will be some more noise in Arthur's house now
3. Arthur's sister grabbed his finger
4. Which of Arthur's friends got a new sister
5. Who lives in Arthur's home with him

Write the sentence below as a question:

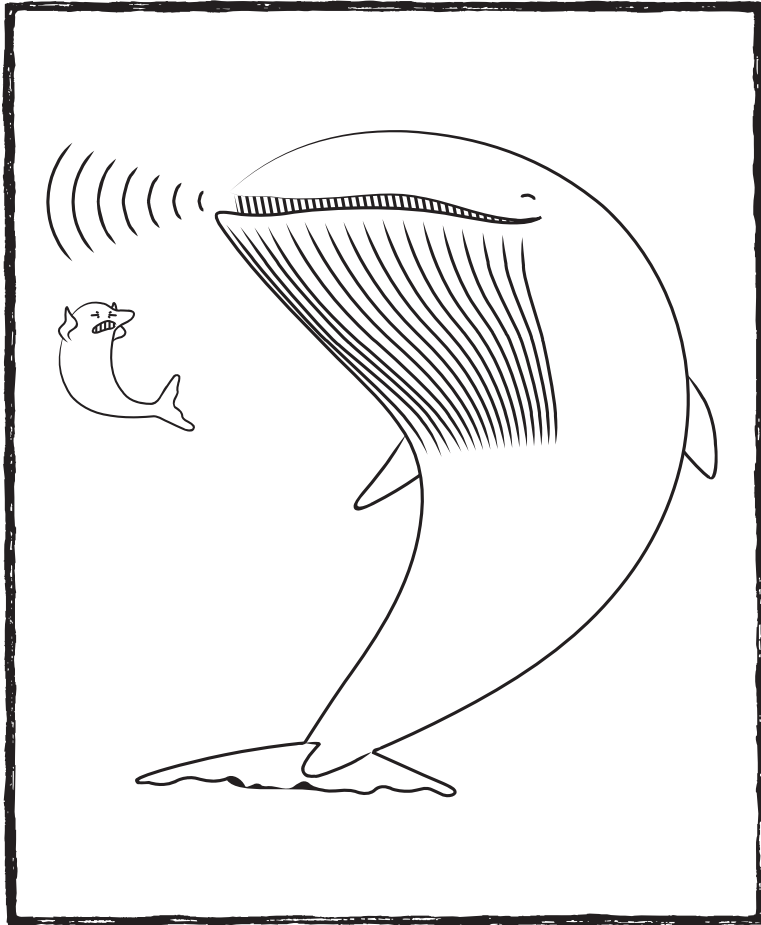
Arthur likes to eat pancakes.

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# Extreme Animals

A Reading A-Z Level Q Leveled Reader

Word Count: 1,342

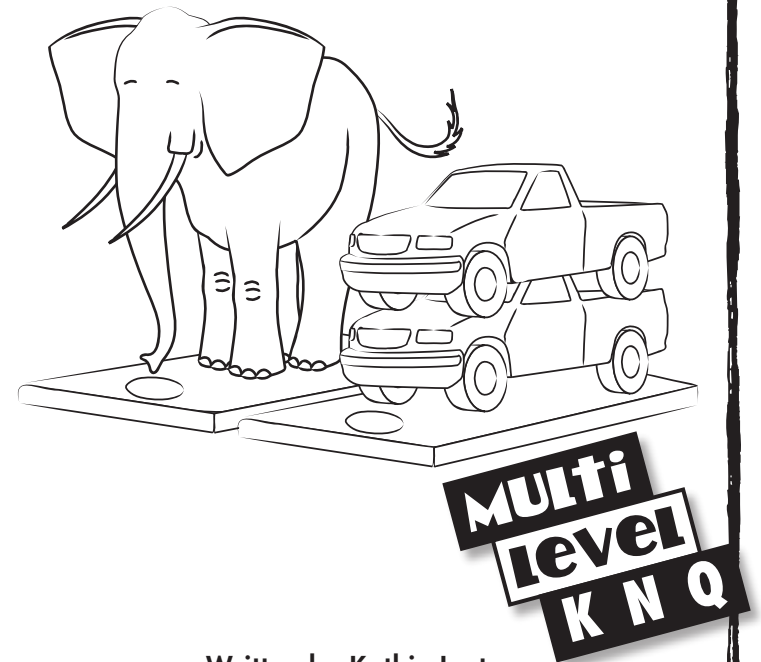


  
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# Extreme Animals



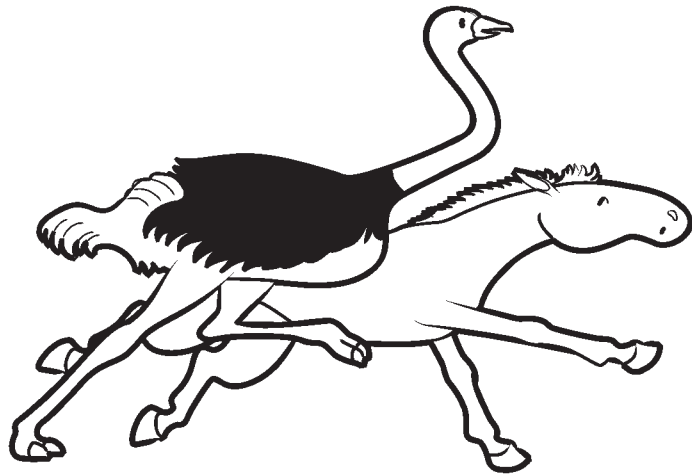
**Multi  
Level  
K N Q**

Written by Kathie Lester

Illustrated by Signe Nordin

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# Extreme Animals



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Illustrated by Signe Nordin

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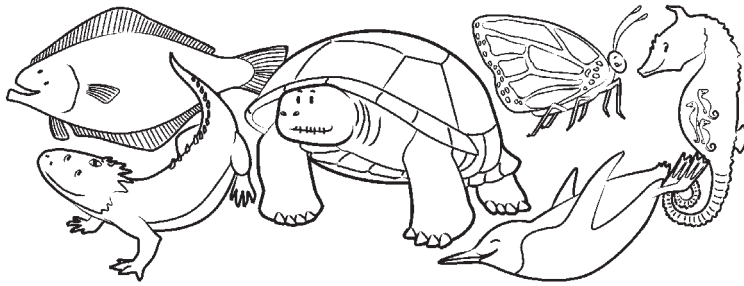
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Level Q Leveled Reader  
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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |

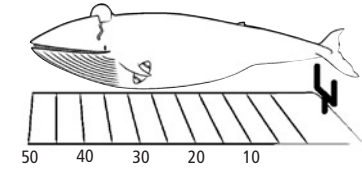


Many unusual animals have special stories to tell. They seem to go to extremes to get noticed. Something about each of these animals makes them different from other types of animals. It might be an ability, or a special talent, that makes them stand out. Is it their speed or their size—or even their coloration?

One is as tall as a two-story house, and another is as small as a mouse. Maybe one can jump higher or hide in a small space; or they can see farther or scream louder. This book tells many odd, unknown, and fun facts about these unusual animals, and what makes them different and special. Read on to learn about some of the most extreme animals in the world.

## Biggest

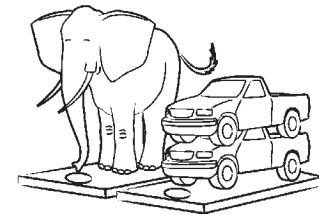
A giant blue whale is as long as half of a football field. It is the largest mammal to inhabit the Earth—now or ever. Its body is so heavy that it has to be supported by water.



If it were a land animal instead, a blue whale would be crushed by its own weight.

A baby elephant can weigh 136 kilograms (300 lbs.) when it's born, and it will keep growing for thirty years.

An average-sized adult elephant weighs as much as two pickup trucks, but some extra-large elephants have weighed twice as much. A grown male can reach a height of over fifteen feet.

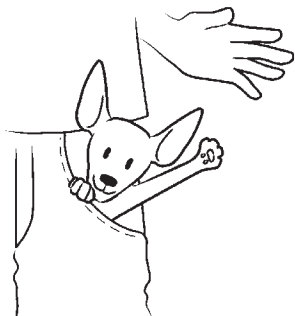


An adult giraffe is as tall as a two-story house. Its long, powerful neck and long legs make it the tallest land animal anywhere. A baby giraffe is already 1.8 meters (6 ft.) tall when it's born.



## Smallest

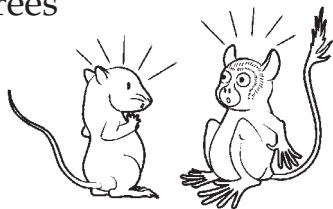
A little Chihuahua looks as if it's all ears! This friendly little dog is so small that it can fit into your pocket and go along with you, wherever you go. It has a sweet temperament, but it's very brave and it will bark at dogs that are many times its tiny size.



The tiny bee hummingbird is so small that it weighs less than the water in a teaspoon. From the tip of its long beak, to the end of its tail, it measures less than 5 centimeters (2 in.) long.

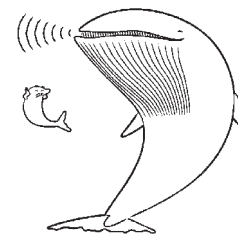


The big-eyed tarsier monkey can be as small as a mouse. It lives in the hottest rainforests and sleeps in trees during the warmest part of the day. The tiny tarsier hunts for its food at night, when its big eyes provide excellent night vision.

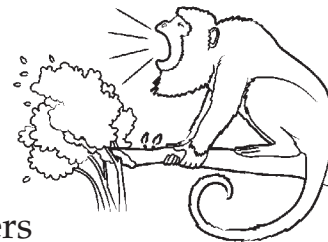


## Loudest

A blue whale's cry, or song, is as loud as the noise of a rocket being launched. It will sing for as long as ten hours—and its sound can be heard far away in the ocean.



A howler monkey earns its name. It uses its piercing howl at the beginning and end of each day to claim territory and to announce the best food locations. The howl can be heard by other monkeys up to 16 kilometers (10 mi.) away.



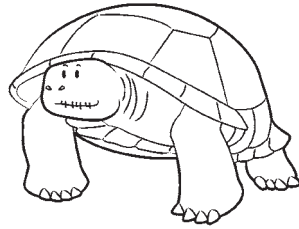
## Quietest

A tall, long-legged giraffe is the quietest animal. It isn't quiet because it's shy—it just doesn't have a voice. Its larynx is undeveloped, so it can only utter a few soft murmurs.



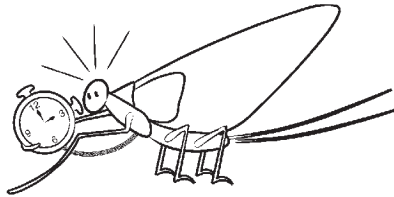
## Longest Life

The big, slow, tortoise that lives in the Galapagos Islands has a lot of time to explore its island home from one end to the other—as it can live for 150 to 200 years.



## Shortest Life

A mayfly usually lives only one day after it hatches into an adult insect. It has a lot to do during its short life, including finding a mate. It doesn't stop to eat or drink!



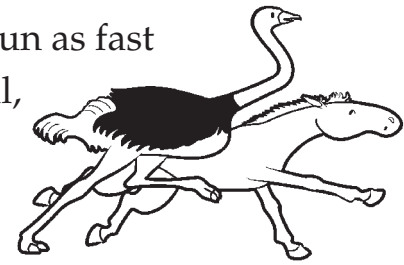
## Slowest

Snails don't hurry for any reason. You could take a nap or read story while a garden snail slowly crawls across your shoe.

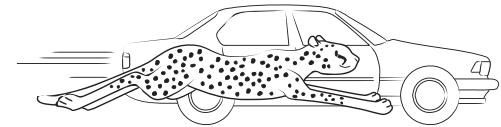


## Fastest

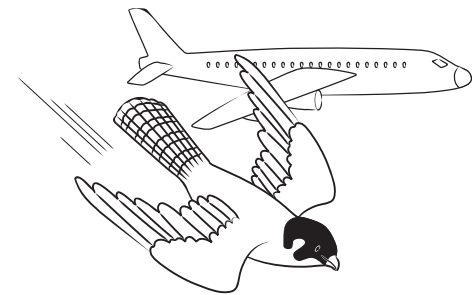
An adult ostrich can run as fast as a racehorse. The tall, long-legged ostrich may look awkward when it walks, but it's the fastest land animal on two feet.



When it's chasing something it wants to eat, an adult cheetah can run over 105 kilometers (65 mi.) an hour. That's as fast as a car drives on the highway.



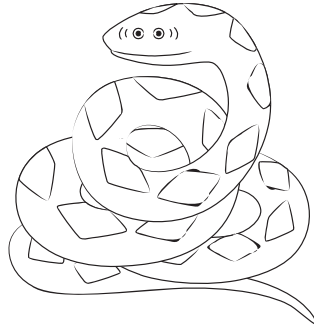
A peregrine falcon, diving through the air, can match the flying speed of an airplane. A peregrine can swoop down on its prey at over 322 kilometers (200 mi.) an hour.



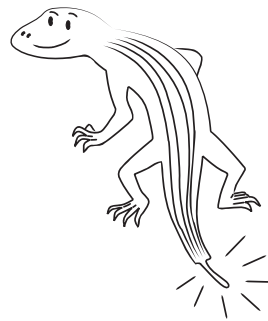


## Fun Facts About Reptiles

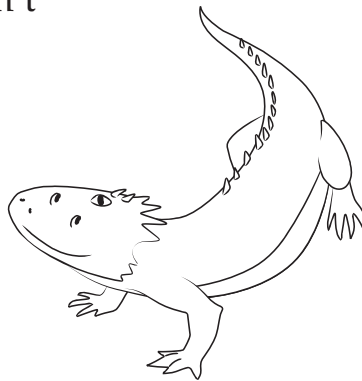
Snakes have very sharp vision, but they never shut their eyes—even when they sleep. Snakes have transparent eyelids that slide down to protect their open eyes from dust.



If a lizard's tail breaks off, a new tail will grow to replace it. The ability to lose its tail helps a lizard escape from animals that try to catch it.

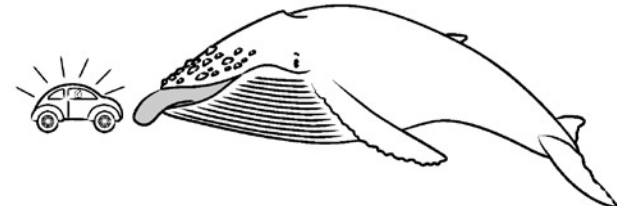


A tuatara looks like a small lizard with a third eye on the top of its head. This extra eye isn't used for seeing. The extra eye is a sensor that's used to measure sunlight and heat.

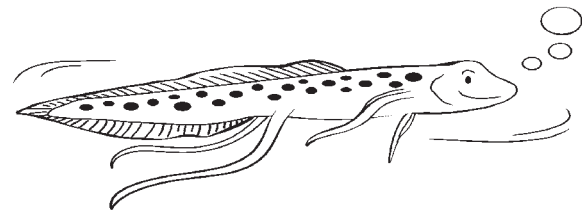


## Fun Facts About Water Creatures

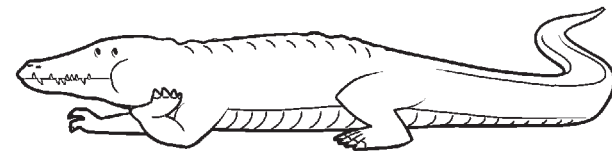
No licking! The tongue of a big humpback whale weighs as much as a small car does.



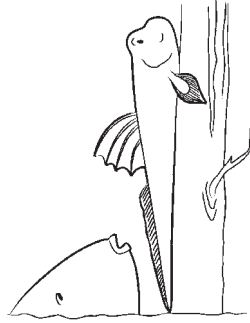
A type of lungfish can live for four years without food or water if it has to.



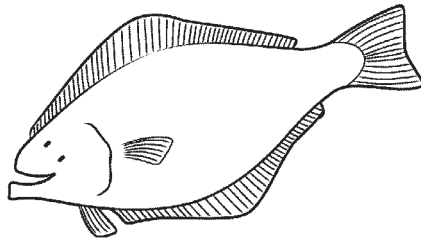
If it stays very still, a crocodile can hold its breath for an hour under water. But it can drown if it waits too long to take a breath.



A mudskipper is an athletic fish that can climb a tree. Even though it's a fish, it can move faster on land than it can swim in the water.



The flat, diamond-shaped halibut is the largest flatfish. It looks odd to us because both of its eyes are located on the same side of its head.



## Fun Facts About Mammals

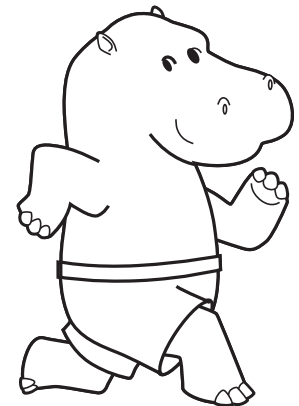
Every zebra has its own pattern of stripes. Each zebra is slightly different. Most zebras may look alike to us—but not to other zebras.



A kangaroo can lean back and balance on its big tail while punching and kicking with all four feet at the same time.



A big, awkward-looking hippopotamus can run faster than a person. For a short distance, a hippo can run 48 to 64 kilometers per hour (30 to 40 mph).

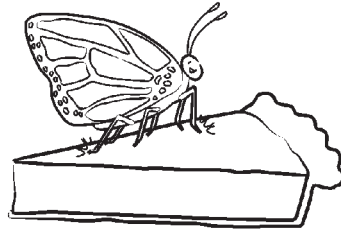


A camel can close its nose to keep out the blowing desert sand. It can also cool the air that it breathes in, just by twitching its nose.

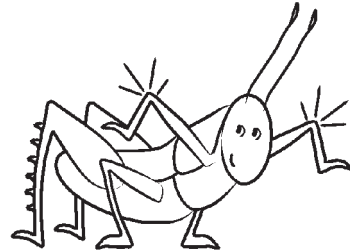


## Fun Facts About Insects

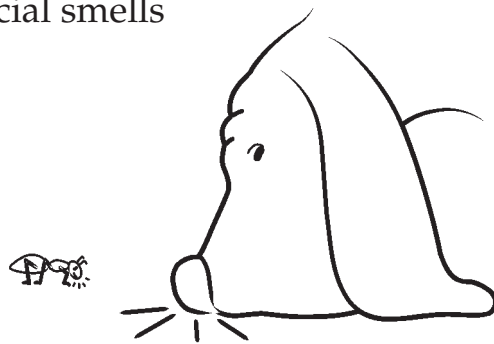
A butterfly stands on its food. It has little taste bud sensors in its feet that tell it whether it's standing on something good to eat.



The ears of a cricket are located on its knees. To hear the chirping voice of another cricket, it turns its knees toward the direction of the sound.



An ant's nose is tiny, but it is as sensitive to smells as a dog's nose. Ants communicate by sending out special smells to each other. One smell tells where to find food, and another smell tells other ants to run away from danger.



## Fun Facts About Birds

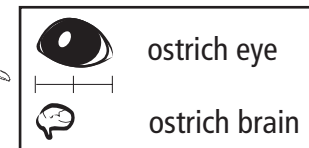
An eagle is a very large bird, but it weighs very little. Its bones are hollow to help it fly at high altitudes without tiring. Its bones are so lightweight that its feathers actually weigh more than its bones do.

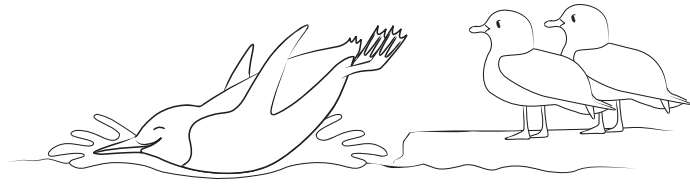


A tiny hummingbird is fast and mobile—moving quickly in many directions. Much like a helicopter, it can fly sideways, or up and down, or even fly backward.



The eye of an ostrich is bigger in size than its brain. Its big eyes and tall build help it to see objects far away.





A penguin is a bird that swims and walks with ease, but it can't fly. The bones in its wings are heavy and solid, to help it steer a course in water. But those bones weigh too much for the bird to fly.

Flamingo is bright pink because it eats pink shrimp. It has long legs to wade far out in the water to search for its favorite food. Would a flamingo be green if it liked to eat algae?



These extreme animals are the rock stars in the animal kingdom—they get noticed everywhere they go. You may already be familiar with some of them, but others you may never have seen or heard of before. As you have learned in this book, extreme animals come in many different sizes and shapes!

**What other  
extreme animals  
do you know?**

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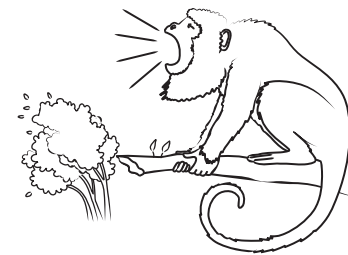
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Name \_\_\_\_\_

**INSTRUCTIONS:** Write main ideas from *Extreme Animals* in the left-hand boxes. In the right-hand boxes, list up to two important details that support each main idea.

|                    |                                  |
|--------------------|----------------------------------|
| <b>Book Title:</b> |                                  |
| <b>Topic:</b>      |                                  |
| <b>Main Idea</b>   | <b>Details</b><br>1.<br>2.<br>3. |
| <b>Main Idea</b>   | <b>Details</b><br>1.<br>2.<br>3. |
| <b>Main Idea</b>   | <b>Details</b><br>1.<br>2.<br>3. |
| <b>Main Idea</b>   | <b>Details</b><br>1.<br>2.<br>3. |

Name \_\_\_\_\_

**INSTRUCTIONS:** Read the words in the word box with students. Read the sentences together, pausing at each blank. Have students choose a word from the word box to complete the sentence.

fastest    darkest    slowest    crabbiest    happiest

1. My sister cries a lot. She is the \_\_\_\_\_  
baby I know!
2. Bats usually sleep in the \_\_\_\_\_ place  
possible.
3. My mom says I am the \_\_\_\_\_ in the  
morning. It takes me a long time to get ready  
for school.
4. My birthday is the \_\_\_\_\_ day of the year  
for me!
5. Mark is the \_\_\_\_\_ runner in school.  
He always wins the race.



Name \_\_\_\_\_

**INSTRUCTIONS:** Draw a line from a word in Group A to its synonym in Group B.

## Group A

furry

angry

nice

spicy

nervous

calm

## Group B

kind

gentle

fuzzy

upset

hot

jittery

# Coral Reefs

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 908*



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# Coral Reefs



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# Coral Reefs



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## Correlation

| LEVEL Q           |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |





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Many kinds of coral, fish, and sea creatures live in a reef.

## Introduction

Coral reefs are home to thousands of living organisms. A massive reef community is made up of many types and shapes of corals. A reef can be hundreds of miles long with thousands of sea animals inhabiting it. All types of creatures are bustling about, day and night. Almost 25 percent of all the plants and animals in the ocean live around coral reefs.

## What Is Coral?

The corals that form the reefs often look like rocks or plants. Corals are actually groups of tiny animals called **polyps** (PAH-lips). Most polyps are smaller in size than a pea. There may be thousands of polyps living on a mound or branch of coral. Each polyp is an eating machine. It has a sac-like body and a mouth that is surrounded by tiny tentacles. At night, its tentacles stretch out like hands to catch food.



Polyps open their tentacles only at night.



These feathery polyps form branches.

One of the two main types of coral is hard, or “stony,” coral. Most stony corals live with nutritious plants called algae (AL-gee), which provide food for the corals. Stony coral polyps have a hard skeleton. After the polyps die, the skeletons are left behind. Over time, millions of these skeletons help build a reef.



The second main type of coral is soft coral. Soft corals are flexible and able to bend with the tides. Some kinds of soft coral are also poisonous and will sting if touched.



(Left) A sea fan (a soft coral); (right) a brain coral (a stony coral)

Many corals are named for what they look like. Stony brain corals look like brains. Elkhorn corals look like the broad horns of an elk. Soft sea whip and sea pen corals look like long whips and pens. Sea fan corals branch out wide to trap bits of **plankton** to eat as they drift by.



Elkhorn coral branches out as an elk's horns do.





Schools of brightly colored fish are common on reefs.

### A Busy Underwater Community

When people think of coral reefs, they also think of brightly colored fish—and with good reason. Thousands of fish of all sizes, shapes, and colors live around reefs. They depend on the reefs for both food and protection.



Reefs offer many good hiding places.

Reefs provide food for **crustaceans** such as shrimp, lobsters, and crabs. Sea urchins and starfish catch clams and other small shellfish hidden among the coral. Flowerlike sea anemones settle into **crevices** to live. Deep holes in the reef are the perfect homes for long moray eels.

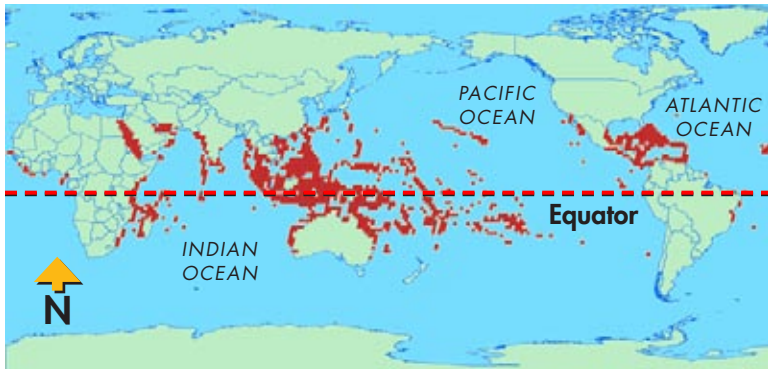




This algae field is home to pink rope sponges.

### Where Do Corals Live?

Coral reefs need certain living conditions to stay healthy. They need the right depth of water. They need healthy algae plants to feed them. And both coral and algae need the right temperature. Coral grows best, and stays healthy, in warm tropical water that remains between 21 and 29 degrees Celsius (70–85° F).



The dark areas of the map show the location of coral reefs.



Large brain corals can be thousands of years old.

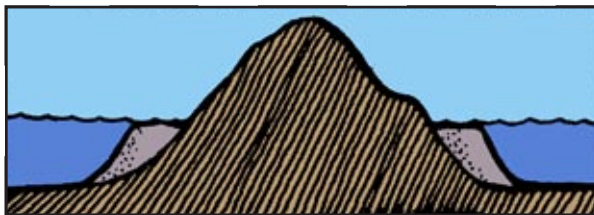
Coral reefs are sensitive and cannot survive in many areas because of environmental conditions. Freshwater runoff from rivers can kill coral. Dirt and debris can smother it. The heavy wave surges from large storms can break reefs apart in just a few hours. Because coral grows very slowly, a reef takes a long time to expand its size or recover from damage.

There are three types of coral reefs: **fringing reefs**, **barrier reefs**, and **atolls**.

Fringing reefs sit close to the shoreline at the “fringe” of the land. Barrier reefs have a larger **lagoon**, or area of water, between the reef and the shore. The largest barrier reef in the world is the Great Barrier Reef in Australia. It is 2,000 kilometers (over 1,242 mi.) long.



An aerial view of the Great Barrier Reef



Cross section of a fringing reef



Cross section of a barrier reef

An atoll is the third type of reef. An atoll forms in a circular pattern around an old sinking island. As the island ages and sinks, the atoll forms a lagoon in the middle of the circle. The largest atoll, in the western Pacific, has a lagoon measuring over 97 kilometers (60 mi.) across.



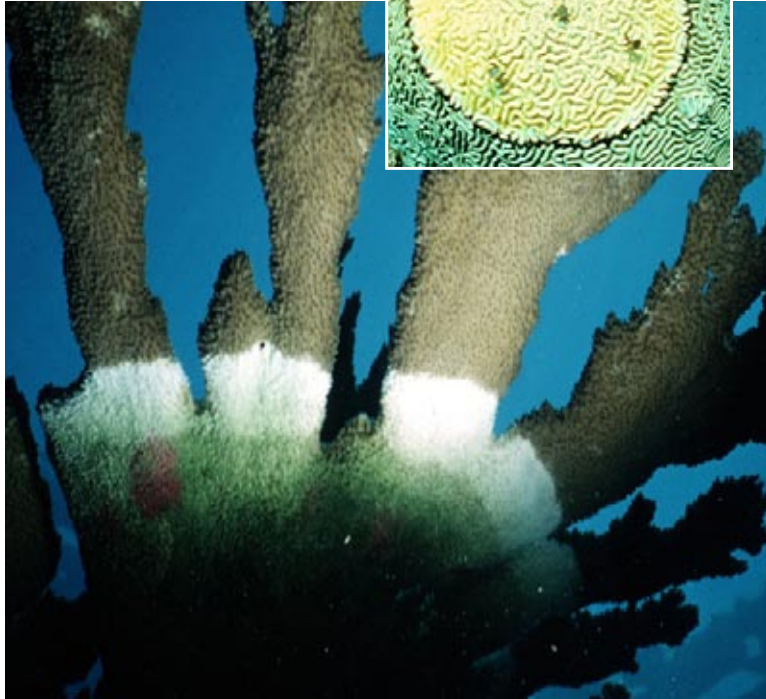
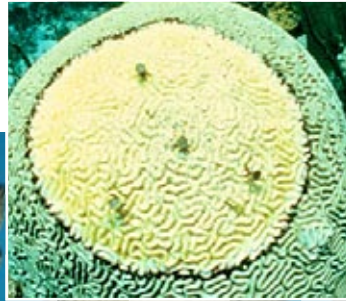
Cross section of an atoll



Aerial view of an atoll



A dark ring  
resulting from  
black band disease



White band disease can destroy coral quickly.

### Threats to Coral Reefs

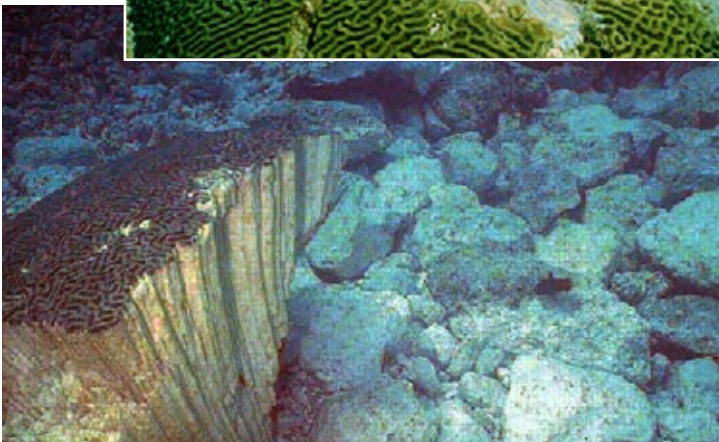
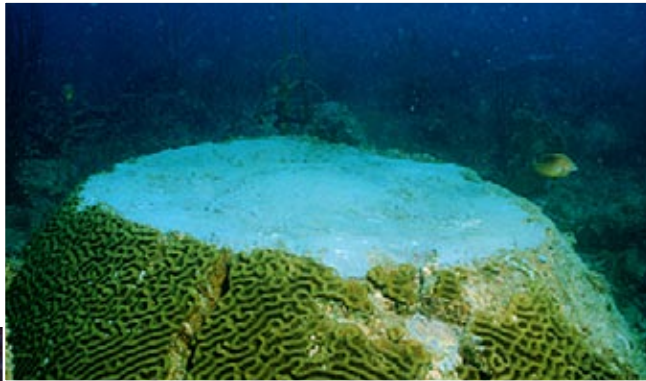
Coral reefs are very fragile and easily damaged—by both disease and humans. White band and black band diseases are caused by destructive bacteria. The band of bacteria travels up the branch of coral. These fast-moving band diseases can wipe out an ancient coral reef in weeks.

Another serious condition is called **bleaching**. It occurs when bacteria attack algae, coral's main food source. The coral can't eat the algae, so it begins to starve. If the bacterial invasion is stopped, the coral might recover. If it isn't stopped the coral—and the reef—will die.



The white areas of these corals have been bleached.

Humans cause most coral reef damage. Fishing with poisons and explosives destroys reefs and most of the animals that live around them. Construction creates soil **erosion** and polluted freshwater runoff. Boats and ships break off large chunks of reefs. Gas and oil from boat engines poison coral, plant, and fish life. Divers often drop boat anchors onto reefs. Others break off pieces of live coral to take as souvenirs.



Boats sometimes break off large chunks of coral.



Each year, volunteer divers help clean the reef of debris.



This officer's job is to watch and protect coral reefs.

## Protecting the Reefs

In addition to being beautiful, coral reefs are an important natural resource. Reefs help protect coasts from storms and floods. Much of the world's supply of fish lives and feeds around reefs. Many reef plants and animals are used in the production of medicines.



Many countries, like Australia, have written laws and rules to protect their reefs. But creating these laws and rules is only a start. In some other countries, the laws are not well enforced.

Almost 25 percent of the world's reefs have already been destroyed. Nearly 60 percent are damaged. All of us can help to protect them, even if we don't live near an ocean. Never throw anything in the water. Learn what human actions cause ocean temperatures to rise and bacteria to grow. If everyone thinks about their actions, coral reefs will remain a beautiful, natural wonder for many years to come.



Divers still enjoy visiting fragile reefs.



## Glossary

|                                    |                                                                                                                        |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>atoll</b> ( <i>n.</i> )         | a circular reef formed when coral grows around an island, and that island sinks beneath the surface of the sea (p. 13) |
| <b>barrier reef</b> ( <i>n.</i> )  | a reef that sits farther from the shoreline; it forms a barrier between the open ocean and the calm lagoon (p. 13)     |
| <b>bleaching</b> ( <i>n.</i> )     | when coral turns white after its algae die (p. 16)                                                                     |
| <b>crevices</b> ( <i>n.</i> )      | cracks and holes (p. 10)                                                                                               |
| <b>crustaceans</b> ( <i>n.</i> )   | hard-shelled, many-legged sea creatures such as lobsters, shrimp, and crabs (p. 10)                                    |
| <b>erosion</b> ( <i>n.</i> )       | wearing or washing away of the soil (p. 17)                                                                            |
| <b>fringing reef</b> ( <i>n.</i> ) | a reef very close to a shoreline (p. 13)                                                                               |
| <b>lagoon</b> ( <i>n.</i> )        | shallow, calm water between a reef and the shoreline or in the center of an atoll (p. 13)                              |
| <b>plankton</b> ( <i>n.</i> )      | tiny animal or plant life in the ocean (p. 8)                                                                          |
| <b>polyps</b> ( <i>n.</i> )        | tiny individual coral animals (p. 5)                                                                                   |



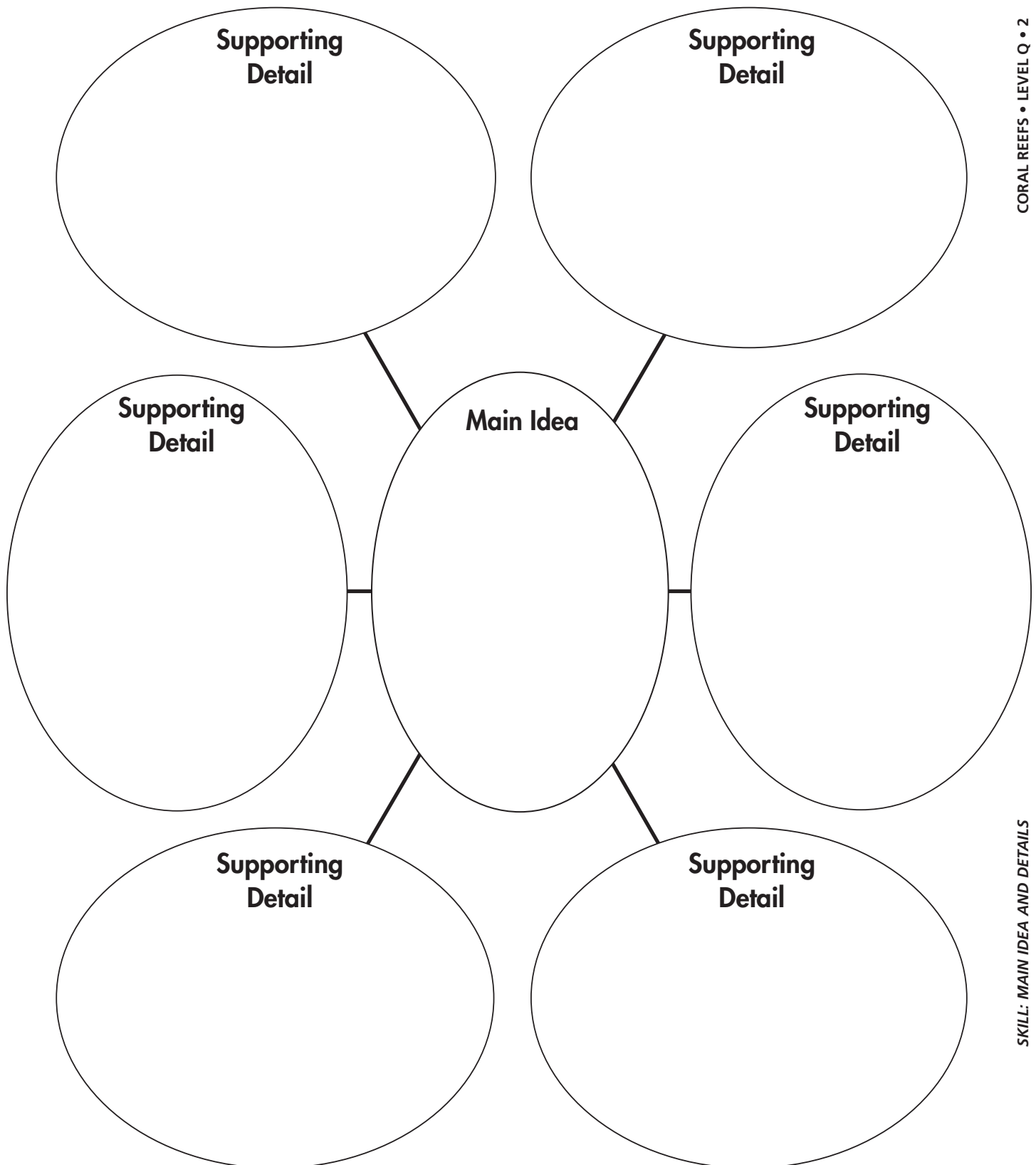
Name \_\_\_\_\_

**INSTRUCTIONS:** In the first column, write what you already know about coral reefs. In the second column, write what you would like to learn about them. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

| What I Know | What I Want to Know | What I Learned |
|-------------|---------------------|----------------|
|             |                     |                |

Name \_\_\_\_\_

**INSTRUCTIONS:** Write the main idea for the section titled "Threats to Coral Reefs" in the center of the web.  
Record the supporting details in the surrounding circles.



Name \_\_\_\_\_

**INSTRUCTIONS:** Circle the preposition in each sentence below. Then on the line, write whether the preposition tells *where*, *when*, *how*, *why*, or *with what*.

1. They live with plants called algae. \_\_\_\_\_
2. The algae is food for the coral. \_\_\_\_\_
3. Thousands of polyps can live on a piece of coral. \_\_\_\_\_
4. They can bend with the tides. \_\_\_\_\_
5. Shrimp, lobster, crab, and starfish eat on reefs. \_\_\_\_\_
6. Fresh water that comes from rivers can kill coral. \_\_\_\_\_
7. Barrier reefs have a large lagoon between the reef and shore. \_\_\_\_\_
8. It grows around an old sinking island. \_\_\_\_\_
9. After the island is gone, a water lagoon forms. \_\_\_\_\_
10. Reefs help protect coasts from storms and floods. \_\_\_\_\_
11. We can help even if we don't live near the ocean. \_\_\_\_\_
12. Never throw things in the water. \_\_\_\_\_

Name \_\_\_\_\_

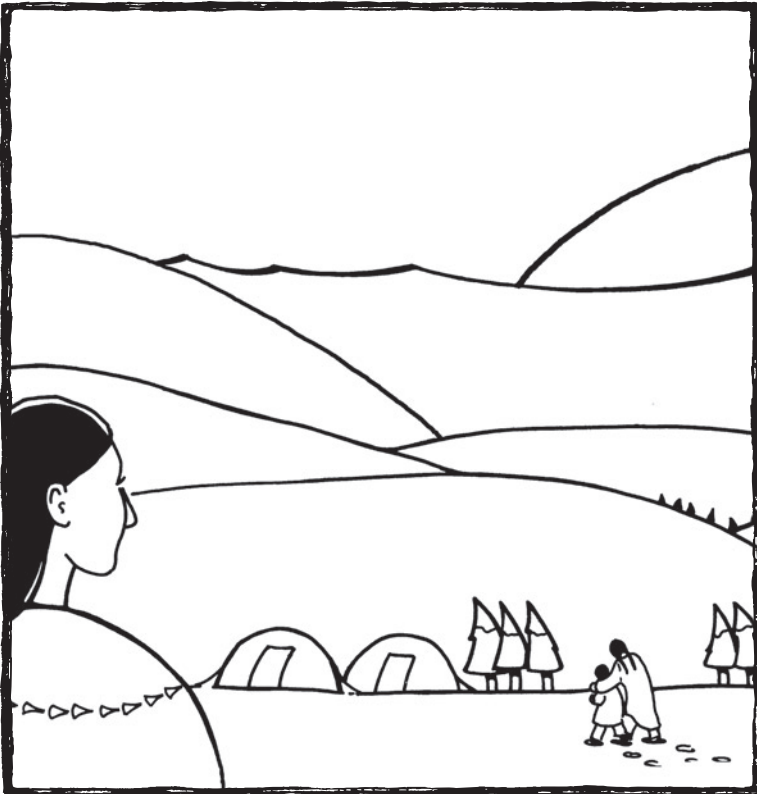
**INSTRUCTIONS:** Below are words taken from *Coral Reefs*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.

|            |           |        |
|------------|-----------|--------|
| skeletons  | crab      | lagoon |
| freshwater | island    | coral  |
| reefs      | medicines | water  |
| seashore   | algae     | fish   |
| colors     | polyps    | sea    |

# How Glooskap Found Summer

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 980*



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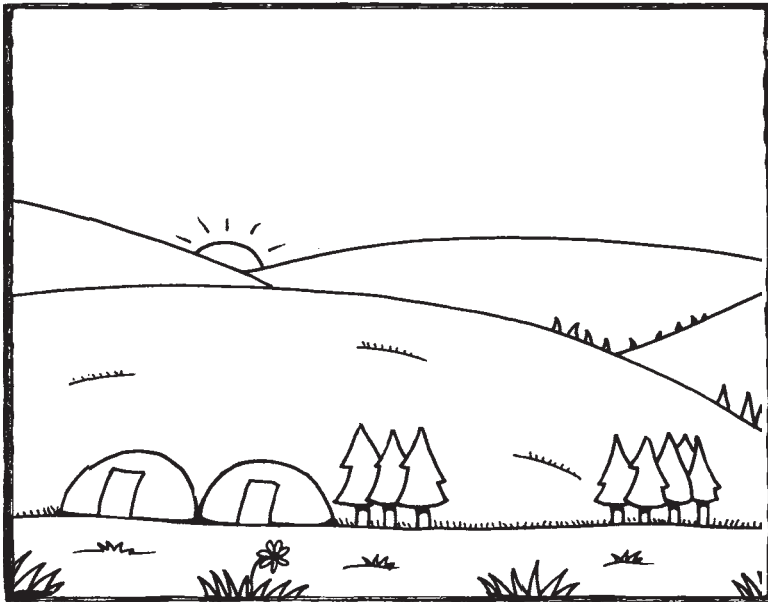
# How Glooskap Found Summer



Based on an Algonquin Folktale  
Illustrated by Maria Voris

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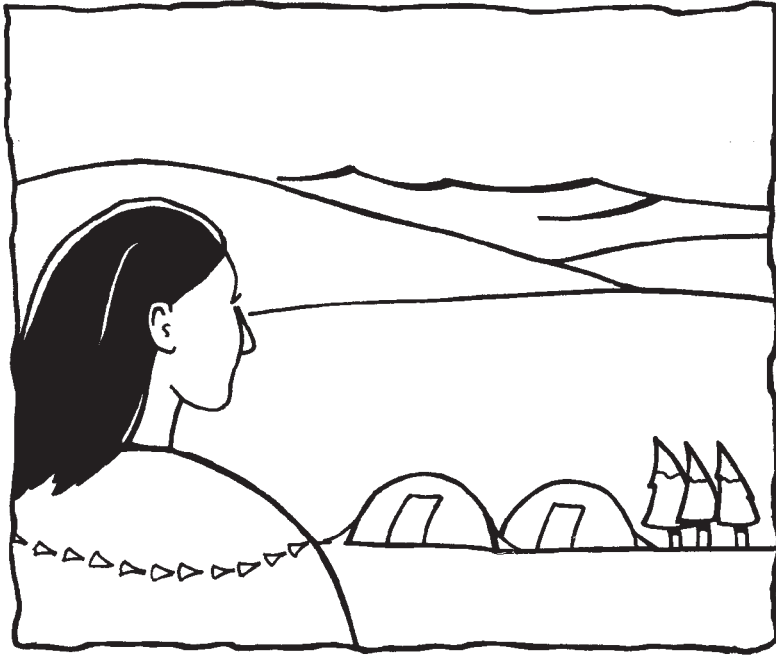
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## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |





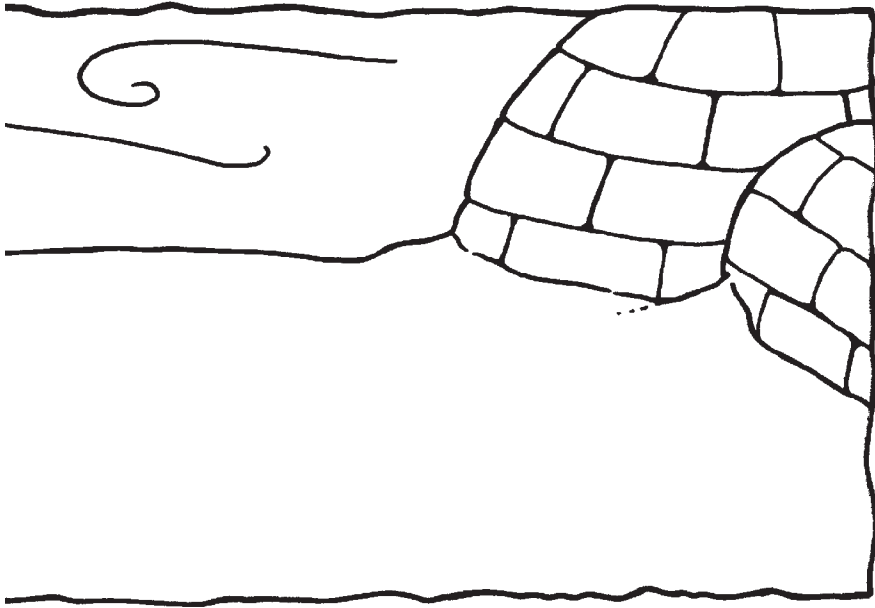
Once, a long time ago, the world grew terribly cold. A frosty wind blew out of the north, and an unbroken blanket of ice and snow covered the lands. The cold was so **severe** that fires couldn't keep the people warm, and the corn wouldn't grow. Plants and trees were dying, and the ground was frozen solid. The people and animals were suffering from cold and hunger.

It was a difficult and desperate time. Glooskap, the kind and mighty leader, knew he had to do something to save his people.



The brave Glooskap traveled far to the north, searching for the source of the problem. Glooskap made his way through the bitter cold, carefully searching the northern wasteland. All around him the frosty land was barren and empty of people and animals; everywhere he looked, he found only ice and snow.

After a difficult journey, Glooskap came upon an enormous **wigwam** made of solid ice where the giant Winter lived. Glooskap went straight to the door of the wigwam, determined to **confront** the powerful giant.



Winter came to the door of the wigwam, welcomed Glooskap, and invited him into his home. Winter was an old and powerful being who had ruled the north from the earliest times with his spells of cold and frost. His icy breath could cover entire lands under a blanket of snow. Once inside, Glooskap was amazed at the beauty and **splendor** of Winter's icy abode. The walls sparkled like diamonds in the sunlight, reflecting every color of the rainbow. Everything around was still, and white, and beautiful.



Winter began to tell long stories to Glooskap about the time when he had ruled over the Earth. He spoke of days gone by when he had ruled far and wide, and everything had been quiet, beautiful, and peaceful beneath a thick layer of snow. Winter's stories weaved a powerful charm of frost over Glooskap, and he soon fell asleep under Winter's chilling spells.

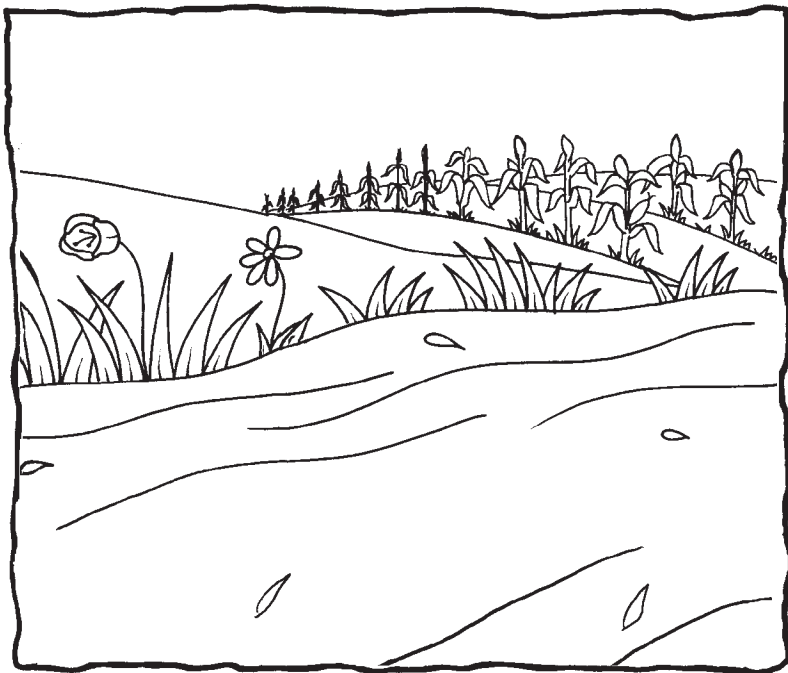


Winter's magic was strong enough to put Glooskap to sleep, but he could not destroy the mighty warrior. Glooskap slept like a bear for six months under the spell until one day Tatler the Loon flew to find him. Tatler was Glooskap's friend and **messenger**, and he approached the sleeping Glooskap with news.



"Wake up, Glooskap!" cried the bird. "This is no time for a brave warrior to sleep. You must travel south at once! In the south, you will find a woman who can defeat this cold and cruel Winter."

Realizing that he did not have the strength to defeat the giant on his own, Glooskap immediately left the cold **lair** of Winter. He traveled far to the south as fast as he could, to a land where it was still sunny and warm.



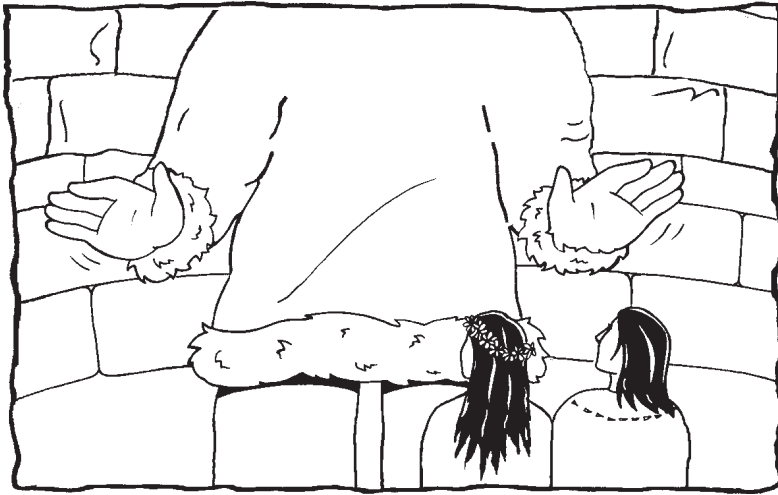
The land he found in the south amazed him; the green grass grew, the flowers bloomed, and everywhere Glooskap looked, colorful butterflies flew. It was a wonderful land, full of life and warmth.

Glooskap walked along a path near a forest and saw a group of spirits dancing in a circle. In the middle of the circle was the beautiful Summer. She had long brown hair and wore a crown of flowers on her head.



As he watched Summer dancing, Glooskap realized that she was the one who had the power to defeat Old Man Winter.

Although he was in a hurry, Glooskap waited for the dance to end before he approached the beautiful Summer. He desperately asked Summer to come north with him. "Please, Summer. My people need to defeat the cold and icy Winter. Our flowers do not bloom, and our food does not grow. We need help. You are strong and have the power to help my people," he said.



Summer agreed to help Glooskap and his people, and she followed him north all the way to Winter's icy home. They traveled for many days and nights, moving as quickly as they could. Each day, the weather grew colder and harsher as they neared the land of Glooskap's people.

When they arrived back at the giant's icy wigwam, Winter greeted them, invited them both inside, and told them to be seated. Again Winter began to tell stories about the days when he had ruled over all of the Earth. His spells were strong and powerful, and again Glooskap felt himself begin to fall into a deep, deep sleep.



But Winter's spell had no effect on Summer. She began to chant her own spell, which brought heat and warmth to the whole land, and soon sweat poured down the face of Winter. "I am stronger than you," said Summer. "You must leave this land and thaw your icy breath. You are no longer welcome here, and it is time for you to leave."



Winter wept to see his power broken, and his tears turned into rivers of melted snow and ice. The sun shone brightly in the sky once more, bringing warmth and joy to the people and the animals. The corn and wheat began to grow, and colorful flowers began to bloom. Everything was warm and green and full of life and color once more.



Seeing the despair of the giant, Summer spoke to him. "You will have your land in the north to rule over," said Summer. "It will always be winter there, and no one will **disturb** you. And so that you are not always alone, you may come and visit other lands for part of each year. But every spring, I will return to warm the land, and you must retreat to the north."





Winter had little choice but to agree to Summer's **suggestion**. Since that day, Winter has come south to rule the lands for several months of each year. But in the spring, Summer arrives and chases Winter away. Although sometimes it seems as if winter will never end, spring will always come.

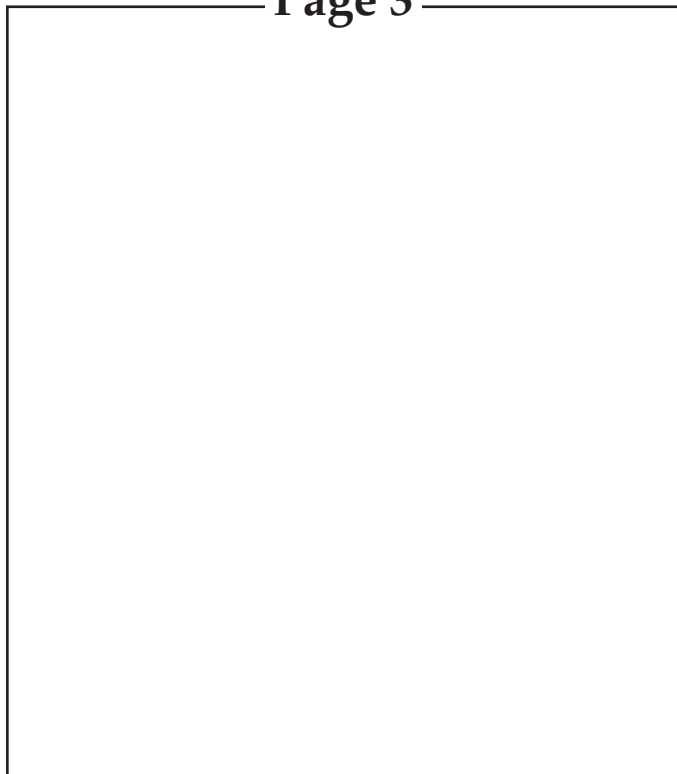


## Glossary

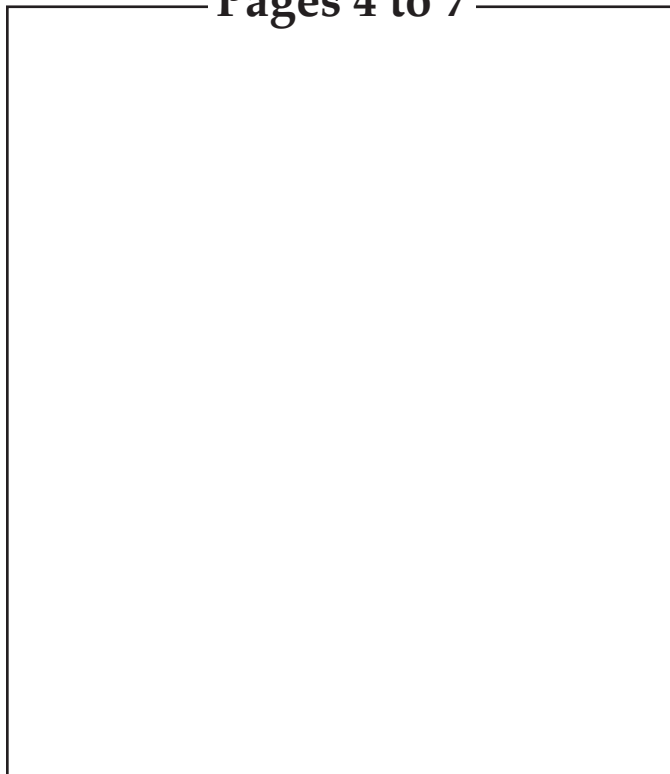
|                                 |                                                                                                    |
|---------------------------------|----------------------------------------------------------------------------------------------------|
| <b>confront</b> ( <i>v.</i> )   | to oppose directly and openly; to stand up to (p. 4)                                               |
| <b>disturb</b> ( <i>v.</i> )    | to bother or interrupt (p. 14)                                                                     |
| <b>lair</b> ( <i>n.</i> )       | the resting or living place of a wild animal or dangerous person (p. 8)                            |
| <b>messenger</b> ( <i>n.</i> )  | someone who delivers a note or message (p. 7)                                                      |
| <b>severe</b> ( <i>adj.</i> )   | extremely bad or dangerous (p. 3)                                                                  |
| <b>splendor</b> ( <i>n.</i> )   | a great brightness (p. 5)                                                                          |
| <b>suggestion</b> ( <i>n.</i> ) | an idea used to try to change another person's way of thinking (p. 15)                             |
| <b>wigwam</b> ( <i>n.</i> )     | a type of hut built by Native Americans in the Northeast that used curved poles for support (p. 4) |

Name \_\_\_\_\_

Page 3

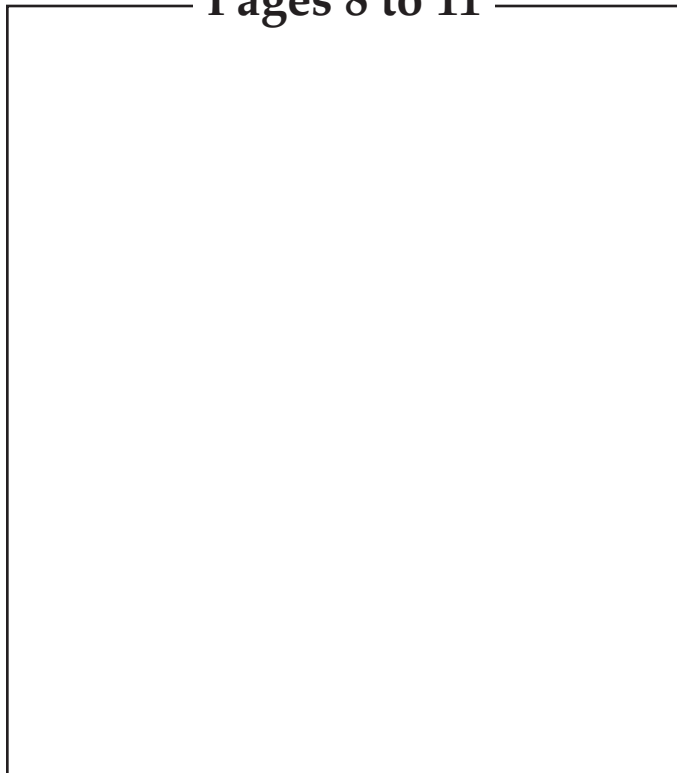


Pages 4 to 7

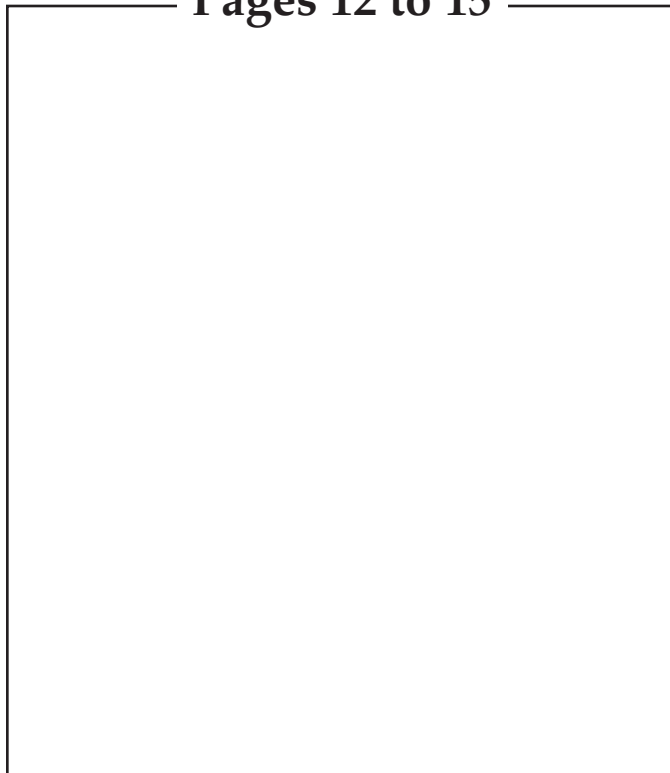


HOW GLOOSKAP FOUND SUMMER • LEVEL Q • 1

Pages 8 to 11



Pages 12 to 15



SKILL: VISUALIZE

**INSTRUCTIONS:** Have students draw what they visualized in their mind for the pages indicated above each box.

Name \_\_\_\_\_

|                                       |                                        |
|---------------------------------------|----------------------------------------|
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |
| <b>Cause:</b> _____<br>_____<br>_____ | <b>Effect:</b> _____<br>_____<br>_____ |

**INSTRUCTIONS:** Write the causes and effects in the correct sequence in the boxes below in order to show how one event affects another.

Name \_\_\_\_\_

| Yesterday | Today  | Tomorrow |
|-----------|--------|----------|
|           | cover  |          |
|           | travel |          |
|           | grow   |          |
|           | follow |          |
|           | begin  |          |
|           | melt   |          |



**INSTRUCTIONS:** In the column to the left, write the verb as if it happened yesterday. In the column to the right, write the verb as if it will happen tomorrow.

# Reading a-z

to  
side  
thing  
where  
bow  
thing  
light  
self  
flies  
times

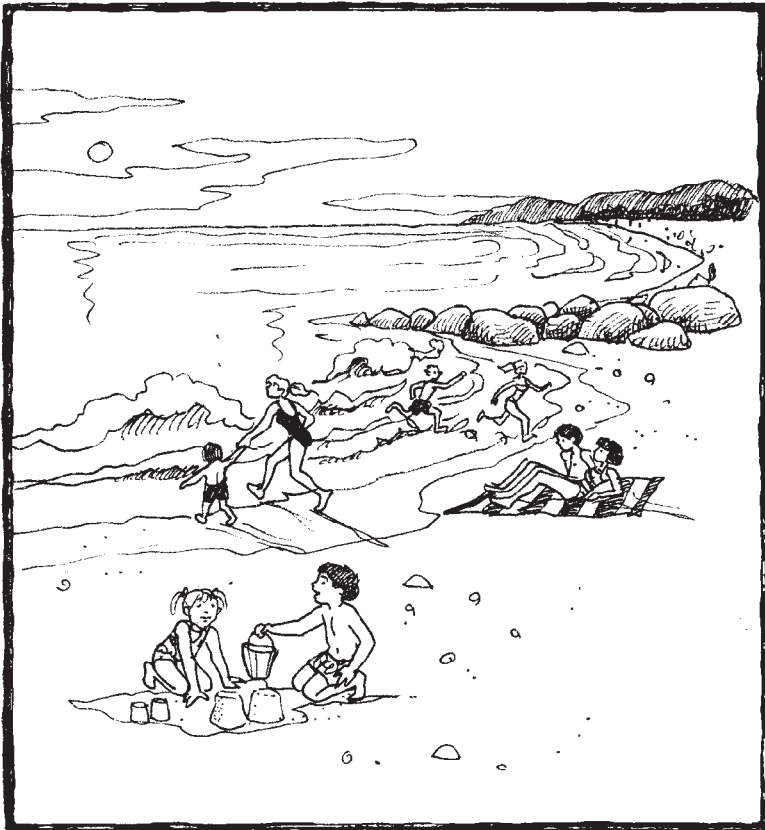
[illegible][illegible]

birthday  
workshop

# Horseshoes Aren't Just For Good Luck

*A Reading A-Z Level Q Leveled Reader*

*Word Count: 1,028*

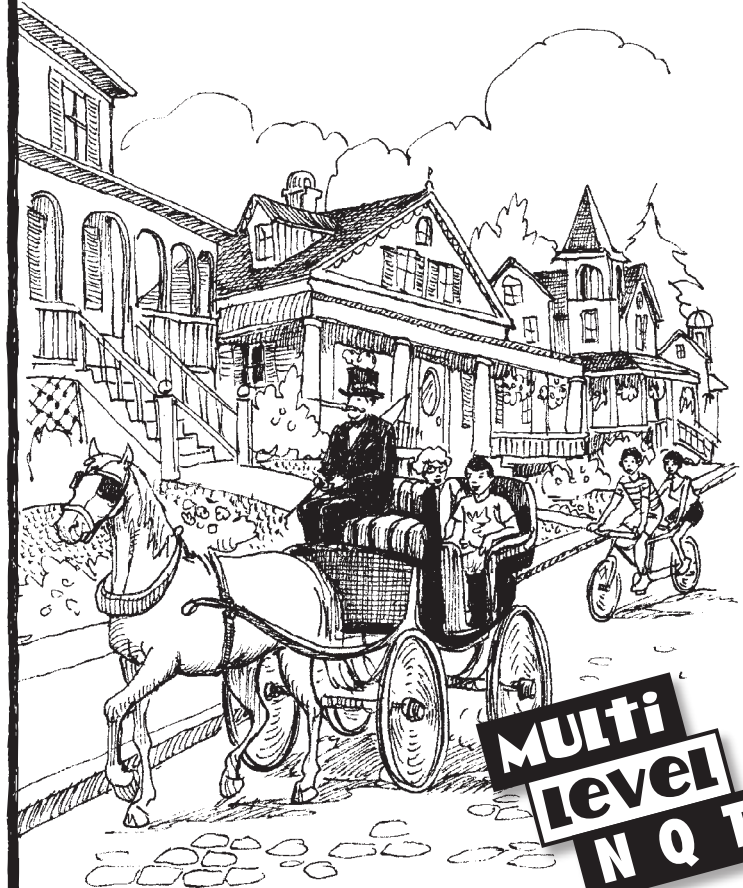


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Illustrated by Marcy Ramsey

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# Horseshoes Aren't Just For Good Luck



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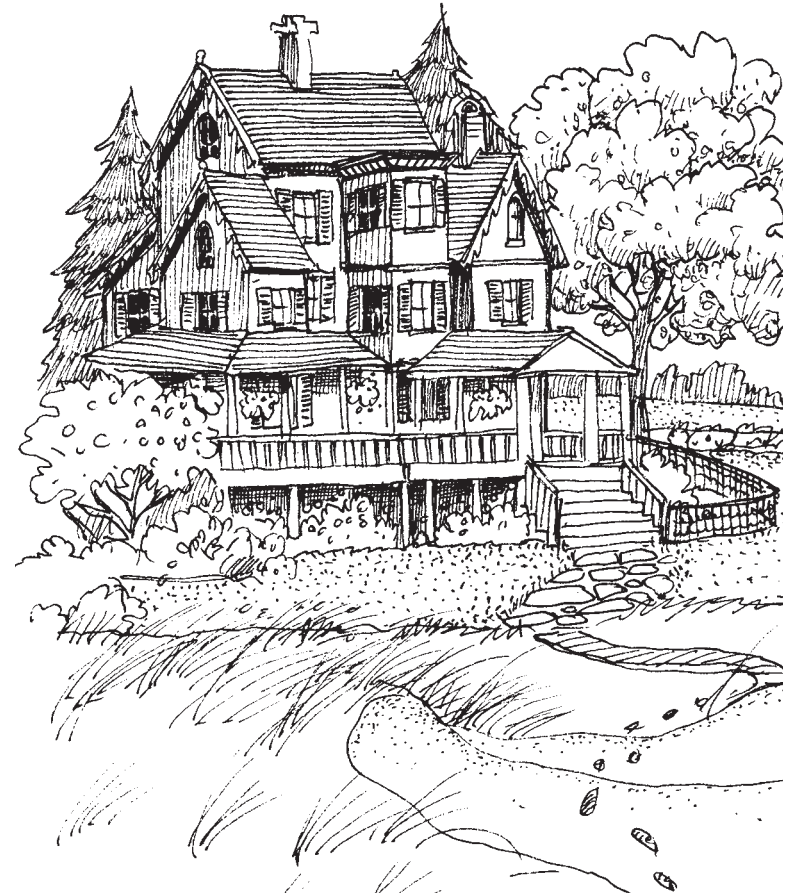
## Correlation

### LEVEL Q

|                   |    |
|-------------------|----|
| Fountas & Pinnell | N  |
| Reading Recovery  | 30 |
| DRA               | 30 |

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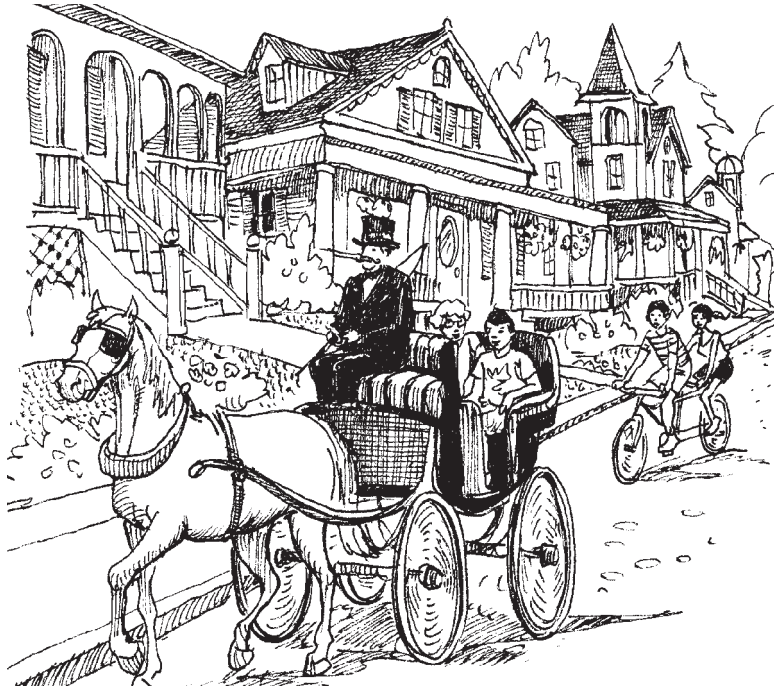
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| Life by the Sea ..... | 5  |
| My Summer Home .....  | 7  |
| Limulus .....         | 9  |
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| Glossary .....        | 16 |



### Introduction

I had the best summer ever when I was nine years old. That was the summer I went to visit Gram, my great-grandmother, who lived at the seashore. I had never seen the ocean before. Dad hoped I would love visiting there as much as he had when he was a kid.





## Life by the Sea

I did so many new things! Dad took me to the train station for my first train ride, and I took the train by myself from the city. Towns and countryside went by outside the window. Gram and her friend Jim met my train at the station. We drove out to her large old home in the little beach town where she lived. Her town was very different from the city. Most people walked or rode bicycles instead of driving cars. I even saw horse-drawn carriages!

While Gram was making dinner, I climbed the creaky wooden stairway up to the second floor to pick which bedroom I wanted. Each bedroom had different-colored wallpaper. As soon as I looked out the window in the yellow room, I knew it was the room I wanted. I could see sand, birds, blue sky, and ocean waves!



## My Summer Home

It was much quieter here than in the city—there were no horns and no sirens—but I could hear the sound of the waves. I had to go see the ocean up close! I ran downstairs and said, “I’m going out to the beach.”

Gram stopped me and said I needed to learn the rules of the sea before I could go to the beach alone. We left our shoes on the porch and walked down to the beach together. The rough sand tickled under my toes.



Gram showed me the long shoreline between two rock jetties (JET-ees). The jetties were long walls of rocks that stretched out into the ocean. Gram said the town had built them years ago to prevent the beach sand from **eroding** (ee-RO-ding) away with the tides.

Gram told me to remember the rules in order to be safe. She said not to go into the water unless she or Jim were with me. She told me about currents (KUR-ents) and the undertow. They were strong flows of water that could drag me far out into the ocean. She said if I respected and followed the rules of the sea, I would learn to love the ocean.

I already loved the crisp, salty smell in the air. The waves rolling, rolling, rolling onto the shore lulled me to sleep that night.





## Limulus

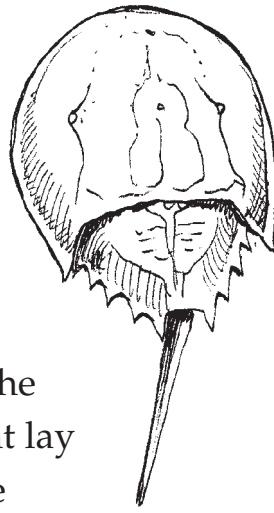
I awoke with the sun shining on my face. I pulled on shorts and a T-shirt and ran downstairs. “Remember the rules!” Gram said, and I nodded as I ran out the back door onto the sand. But what were these brownish-gray things scattered all over the beach?

The sand was covered in round things that had shells and pointed tails. Some were lying on their shelled backs and wiggling around. I watched them until Gram called me for breakfast.

During breakfast, I asked Gram about what I had seen. “Those are horseshoe crabs, a type of **arthropod** (AR-throw-pod).” She said scientists call them **limuli** (LIM-yoo-lie), but most people call them horseshoe crabs because of the U shape in their shells. I told Gram about the upside-down, wiggling ones. She said they were trying to use their tails to turn themselves upright. If they couldn’t turn over, they would get too hot and die.



Gram told me that if a crab is stranded on the hot beach after the tide goes out, it tries to stay cool by **burrowing** into the wet sand. She also said the females will lay green, jellylike eggs under the sand. One female crab might lay eighty thousand eggs in one season! Gram said that within two weeks, the tiny **larvae** (LAR-vee) that develop from the eggs wash out to the ocean. They don't have tails yet. After they molt, toward the end of summer, they grow a tail.



"What is 'molt'?" I asked Gram.

"Molting is when an animal sheds its skin, fur, or feathers and then grows back new ones," Gram said. "Usually this happens because the animal is growing larger."

Gram said that for the first three years, young crabs molt several times a year. After that, they molt just once a year until they are grown.

Later, while we were walking on the beach, Gram told me that when crabs get tired of swimming or floating on their shell backs, they will let themselves slowly sink to the bottom of the ocean to eat. On the bottom, the horseshoe crabs eat **algae** (AL-gee), little soft-shell clams, surf clams, worms, and other small **invertebrates** (in-VUR-tuh-brets).



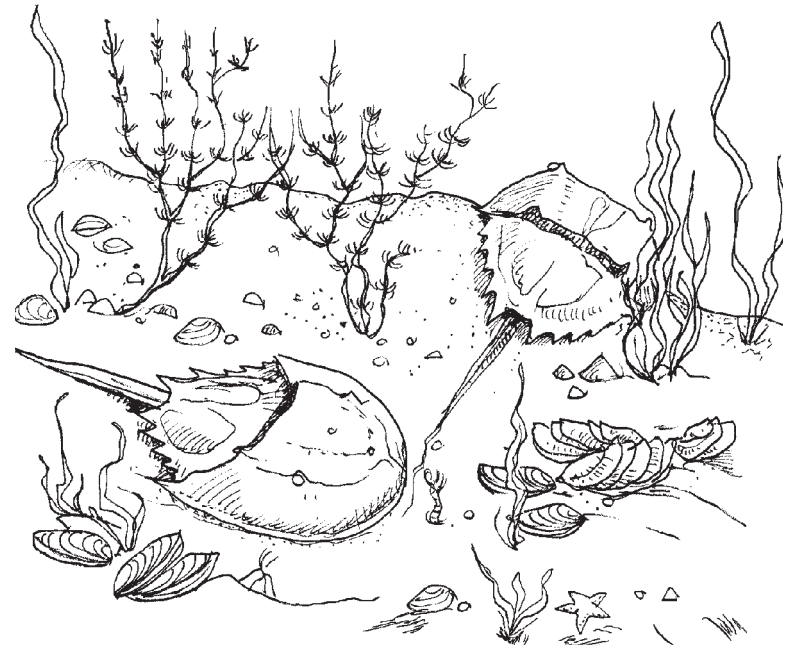


## Rescuing

Gram gave me a job. Every morning I ran to the beach to save as many horseshoe crabs as I could. I would turn them over. Then I'd pick up the crabs and toss them into the waves. Sometimes I'd toss them into the waves from the end of the jetty and wish them "good luck" as they floated away. I also tried to chase birds away when I saw them eating the eggs. But Gram told me I should leave the birds alone because they needed food to eat on their flight back north.



Because they grind food with their spiny leg segments, these crabs have to be walking to chew their food! Scientists study horseshoe crabs to learn more about their nine eyes and nervous systems. Also, limulus blood can be used to test for some human diseases and to test new drugs. Gram said that horseshoe crabs have been around for 350 million years—since dinosaurs roamed the Earth.



One morning I walked to the beach and there were no horseshoe crabs! I ran back to the house to ask what had happened. Gram said that their time for laying eggs was finished until next year. Gram said that next year I could come back and be there to save them again!

I walked back to the beach and lay down on the warm, damp sand. My summer vacation had just begun. What would I do now?



## Glossary

|                                    |                                                                                                                                                                                         |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>algae</b> ( <i>n.</i> )         | underwater plants (p. 12)                                                                                                                                                               |
| <b>arthropod</b> ( <i>n.</i> )     | an animal that has jointed legs, a body with two or more parts, and a skeleton on the outside of its body; arthropods include insects, crustaceans (such as crabs), and spiders (p. 10) |
| <b>burrowing</b> ( <i>v.</i> )     | digging into something, such as sand, and burying or partially burying one's body (p. 11)                                                                                               |
| <b>eroding</b> ( <i>v.</i> )       | wearing away caused by wind, water, or ice (p. 8)                                                                                                                                       |
| <b>invertebrates</b> ( <i>n.</i> ) | animals that don't have backbones (p. 12)                                                                                                                                               |
| <b>larvae</b> ( <i>n.</i> )        | newly hatched forms of certain animals that look very different from their parents and that change greatly in appearance as they become adults (p. 11)                                  |
| <b>limuli</b> ( <i>n.</i> )        | horseshoe crabs (one crab is a <b>limulus</b> ) (p. 10)                                                                                                                                 |

Name \_\_\_\_\_



**Instructions:** Draw what you visualize in your mind for the pages indicated above each box.

Page 4

Pages 5 to 11

HORSESHOES AREN'T JUST FOR GOOD LUCK • LEVEL Q • 1

Pages 12 to 14

Pages 15 to 19

SKILL: VISUALIZE

Name \_\_\_\_\_

**INSTRUCTIONS:** Write *Fact* or *Opinion* before each sentence. Refer to the book as necessary. Then write one opinion sentence about horseshoe crabs and one factual sentence about them on the back of this worksheet.



1. \_\_\_\_\_ Limuli have to be walking to chew their food.
2. \_\_\_\_\_ *Molt* means to shed a shell that is replaced with new growth.
3. \_\_\_\_\_ Crab cakes are delicious to eat.
4. \_\_\_\_\_ I had a lot to learn about living at the seashore.
5. \_\_\_\_\_ I could see sand and birds and blue sky and so many waves.
6. \_\_\_\_\_ The warm sand felt rough and kind of tickled my toes.
7. \_\_\_\_\_ These jetties were walls of rocks built into the ocean.
8. \_\_\_\_\_ Limuli often live to be eighteen years old.
9. \_\_\_\_\_ High tide occurs about every twelve hours.
10. \_\_\_\_\_ Lying in the sand is the best way to spend an afternoon.

Name \_\_\_\_\_

**INSTRUCTIONS:** This story is written in present tense. Change the underlined verbs to past tense.

Dad and I go (\_\_\_\_\_) to the train station in a taxi cab. We live (\_\_\_\_\_) in a city and do (\_\_\_\_\_) not own a car. We use (\_\_\_\_\_) public transportation when we travel (\_\_\_\_\_) in the city.

The train station is (\_\_\_\_\_) an old, large building that is (\_\_\_\_\_) restored. When I first walk (\_\_\_\_\_) into the station, I am (\_\_\_\_\_) amazed at how high the ceiling is (\_\_\_\_\_).

Since I am (\_\_\_\_\_) nine years old, I get (\_\_\_\_\_) a special bracelet put onto my wrist. We check (\_\_\_\_\_) my bags and put (\_\_\_\_\_) the claim ticket into my backpack. Dad waits (\_\_\_\_\_) with me until my train arrives (\_\_\_\_\_).

When my train arrives (\_\_\_\_\_), Dad and I go (\_\_\_\_\_) to see the conductor. The conductor is (\_\_\_\_\_) going to keep an eye on me during my journey.

I have (\_\_\_\_\_) a seat in the business class coach. I have (\_\_\_\_\_) a footrest attached to my seat. I also have (\_\_\_\_\_) a tray where I put (\_\_\_\_\_) my backpack. At the front of the coach is (\_\_\_\_\_) a TV.

After the train pulls (\_\_\_\_\_) out of the station, I put on my headphone, move (\_\_\_\_\_) my footrest up, and settle (\_\_\_\_\_) in to watch a good movie. Traveling on the train is (\_\_\_\_\_) fun.

Name \_\_\_\_\_

**INSTRUCTIONS:** Choose the correct homograph meaning for the underlined words. Write the letter on the line.

Homographs are words that are spelled the same and have different meanings. These words may be pronounced differently.

- |                     |                                  |
|---------------------|----------------------------------|
| A. to see           | F. a form of transportation      |
| B. moving feet      | G. move a hand back and forth    |
| C. stairs           | H. water moving across a surface |
| D. a grouchy person | I. to teach                      |
| E. an arthropod     | J. a cutting device              |

1. Gram asked me to sweep the steps. \_\_\_\_\_
2. How many steps did you take to walk to the beach? \_\_\_\_\_
3. The child waves goodbye to Dad from the train. \_\_\_\_\_
4. The ocean waves seem to flow onto the beach in groups of three. \_\_\_\_\_
5. I saw the ocean for the first time. \_\_\_\_\_
6. He used a saw to cut the tree down. \_\_\_\_\_
7. I can train a dog to shake hands. \_\_\_\_\_
8. Gram met me at the train station. \_\_\_\_\_
9. I turned the crab over and tossed it back into the waves. \_\_\_\_\_
10. My mother said I was being a crab when I yelled at my brother. \_\_\_\_\_